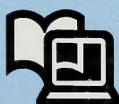




## Thematic Module 7B



# Under the Magnifying Glass



Learning  
Technologies  
Branch

**Alberta**  
LEARNING





# Thematic Module 7B

## Under the Magnifying Glass

### Day 10 to Day 18



## This product is the result of a joint venture with the following contributors:



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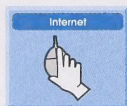
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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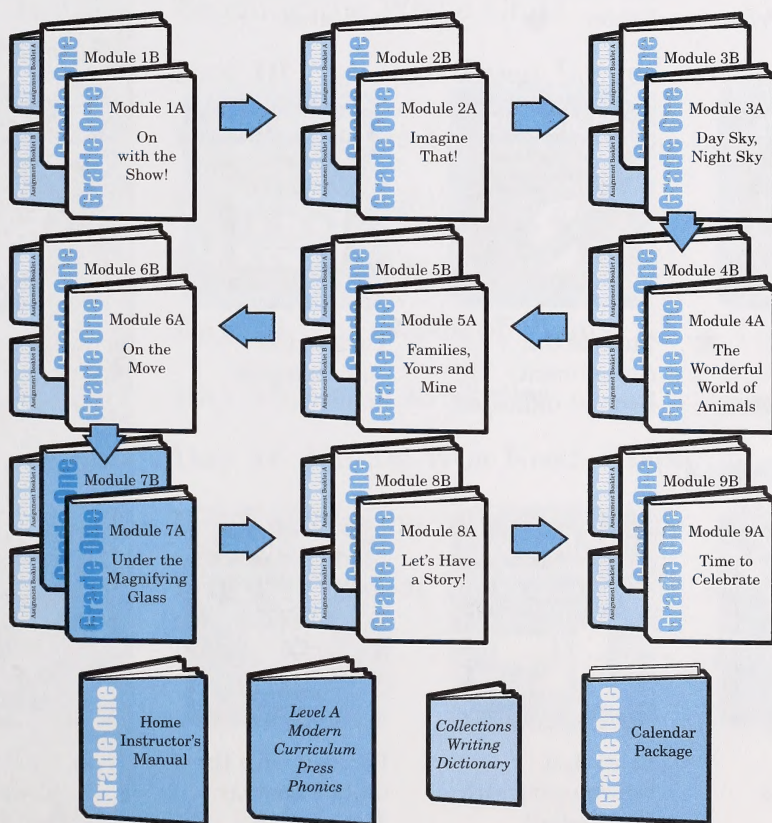


## Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

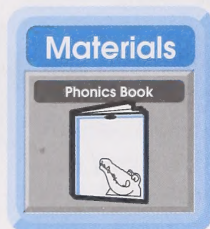
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

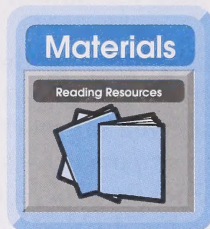
### Icons: Materials



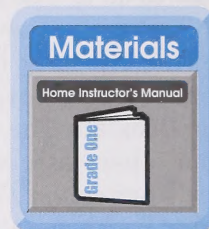
Turn to the  
*Level A: Modern Curriculum Press Phonics* book.



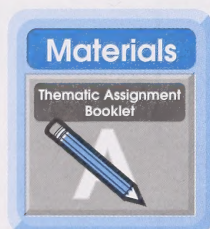
Place an item in the Student Folder.



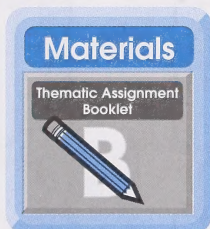
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



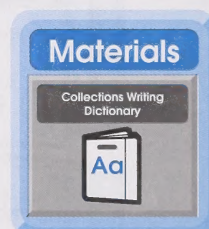
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

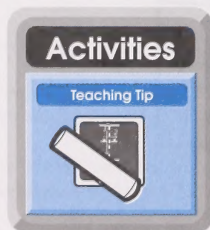


Turn to the audiocassette indicated.

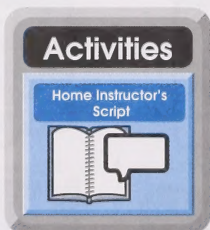


Turn to the *Collections Writing Dictionary*.

### Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)



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# Module 7 Overview

## Under the Magnifying Glass



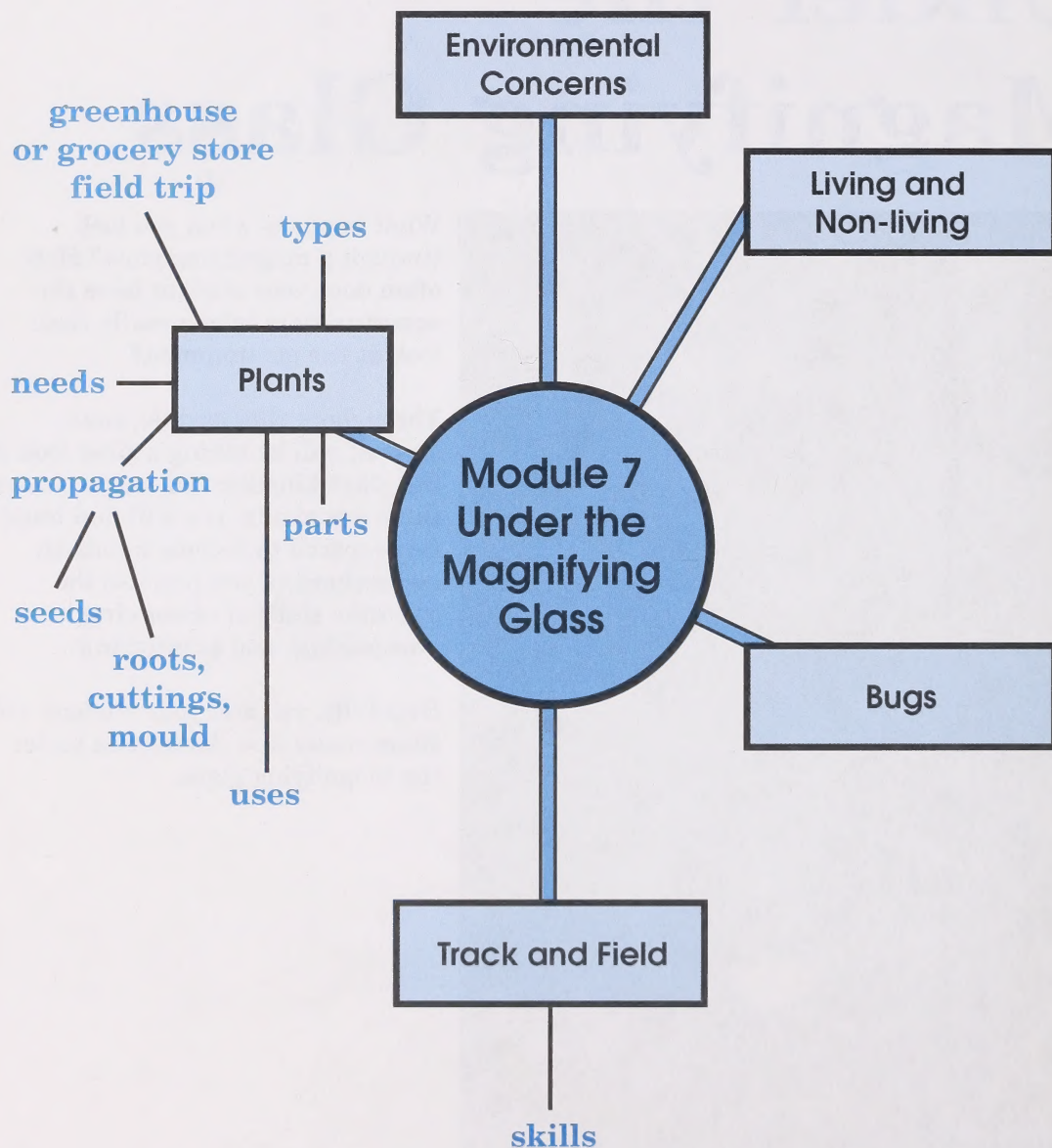
What happens when you look through a magnifying glass? How often does your student have the opportunity to take a really close look at the environment?

Throughout this module, your student will be taking a close look at the plant kingdom. Of course, where there are plants, you will find bugs! Be prepared to become hands-on researchers as you practise the scientific skills of **observing**, **comparing**, and **predicting**.

Hopefully, you and your student will share many new discoveries under the magnifying glass.

## Module Web Chart

This chart highlights the main thematic topics for this module.





## Module Skills and Concepts

Module 7B meets many curriculum objectives while building on the child's enjoyment and appreciation of science. This thematic program of studies is an integrated program, which means that you will find objectives from one subject often relating to, or overlapping, those of another subject. Although the focus of this module is on science, many health and life skills, language arts, and art objectives are fulfilled.

These types of connections between various parts of the program make learning easier, more enjoyable, and more meaningful to the student. The goals and topics listed below are only a sample of the total educational package included in Under the Magnifying Glass.

### Language Arts Skills

- **Reading**—comprehending; using syllabication; reading for information; predicting; reading with expression; using illustrations for information; using a variety of strategies to read; sequencing a story or experience; retelling a story; reading for details; visualizing; recognizing story elements, such as characters, setting, problem, and solution
- **Writing**—writing stories and poetry using a pattern; using descriptive words in a story; editing and proofreading; recording factual information; writing riddles; labelling diagrams and real objects; writing lists; telling about ideas and experiences; writing a report based on gathered information; using capital letters and periods correctly
- **Speaking**—increasing speaking vocabulary (descriptive words, science vocabulary); speaking in a clear voice with appropriate volume; presenting ideas and information to a familiar audience; generating and contributing ideas in discussions; making observations about activities and experiments; asking questions to get information about a topic
- **Listening/Viewing**—following directions; listening for details and information; listening to determine the sequence of events; viewing illustrations, charts, and diagrams for information
- **Printing**—printing words and sentences; forming letters correctly
- **Phonics**—reviewing consonant blends, long vowel combinations, word endings, and consonant digraphs; introducing syllabication, silent letter combination **kn**, and word endings **-ck**, **-nk**, **-lk**, and **-ng**

- **Spelling**—mastering the spelling words **on, are, were, by, my, and or**
- **Sight Words**—mastering the high-frequency words **because, thing, things, same, different, words, work, word, before, after, been, than, old, new, called, most, right, left, know, and through**

## Other Subject Skills

- **Science**—developing the skills of observation, prediction, classification, and comparison; recording results; experimenting with plants; analysing and interpreting data; drawing conclusions; tracking changes in the environment; continuing to develop an awareness of the senses and how they are used; learning about living things and what they need to live and grow
- **Drama**—performing readers’ theatre; mimicking the movements of small creatures; developing flexible, free, and controlled movement; learning to express ideas physically and imaginatively through movement and gesture; recognizing and reproducing the sounds of standard speech; learning about pitch, pace, pause, rate, intensity, and volume; speaking with an appreciation of the voice as an instrument; accepting role-playing as a positive learning experience; speaking with energy; developing appreciation and enjoyment of literature; developing the ability to originate a dramatic story
- **Visual Arts**—demonstrating skill in painting; using tints and shades; using print-making techniques; using drawing techniques to present a roll “movie”; designing a mobile; creating a bug model; noticing that things have common features; assessing the use or function of things; developing decorative styles; representing surface qualities of objects and forms; adding finishing touches
- **Music**—keeping the beat; chanting; distinguishing environmental sounds; miming animals and other sounds; performing simple action songs and singing games; experiencing singing alone and in a group
- **Health and Life Skills**—learning to consider and appreciate one’s self-worth; learning the benefits of sharing; classifying food into food groups; identifying healthy, nutritional habits; setting goals in calendar skills



- **Physical Education**—performing movement skills through a variety of activities; demonstrating ways to receive, retain, and send an object; using a variety of body parts and implements; understanding, experiencing, and appreciating the health benefits that result from physical activities; demonstrating ways to improve personal growth in physical abilities; experiencing and improving continued frequency of involvement in cardio-respiratory activities; recognizing personal abilities while participating in physical activity; identifying and demonstrating respectful communication skills appropriate to context; displaying a willingness to play co-operatively with others; moving safely and sensitively through all environments, for example

## Technical Skills (optional)

- **Information and Communication Technology**—accessing, using, and communicating information from a variety of technologies; identifying techniques and tools for communicating, storing, retrieving, and selecting information; and creating original text, using word-processing software, to communicate

**Note:** Students are not expected to master all of these concepts and skills at this time, but will work toward mastery throughout this module and the other modules in the program.

## Module Materials

### Books

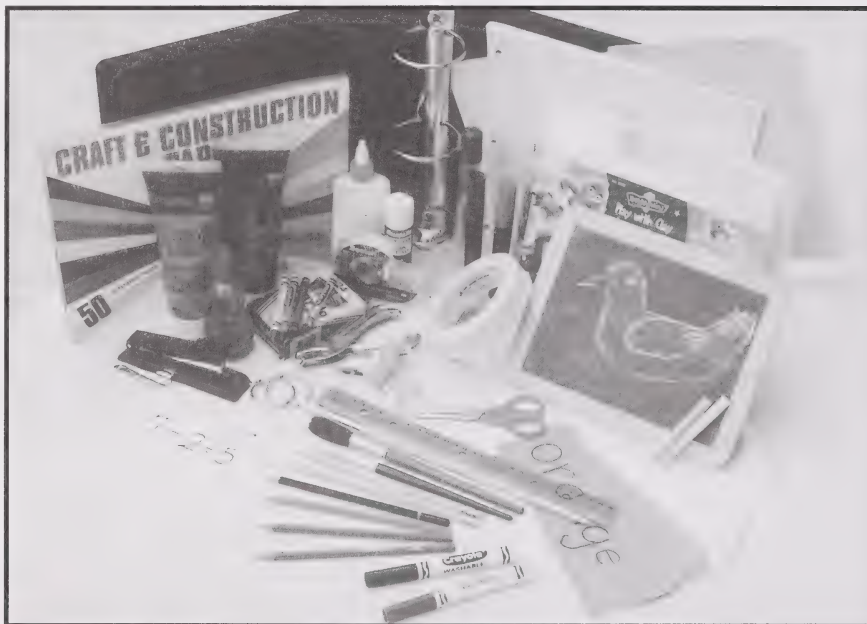
- *Collections: Under My Hood*
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Jump In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*, pages 283-289
- *Slide In* (Nelson)

### Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)
- *Classics for Children* by Boston Pops Orchestra (optional compact disc)
- *The Orchestra* narrated by Peter Ustinov (audiocassette)
- *The Orchestra* narrated by Peter Ustinov (optional videocassette)

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Master List of Required Materials in the Home Instructor's Manual for further information.



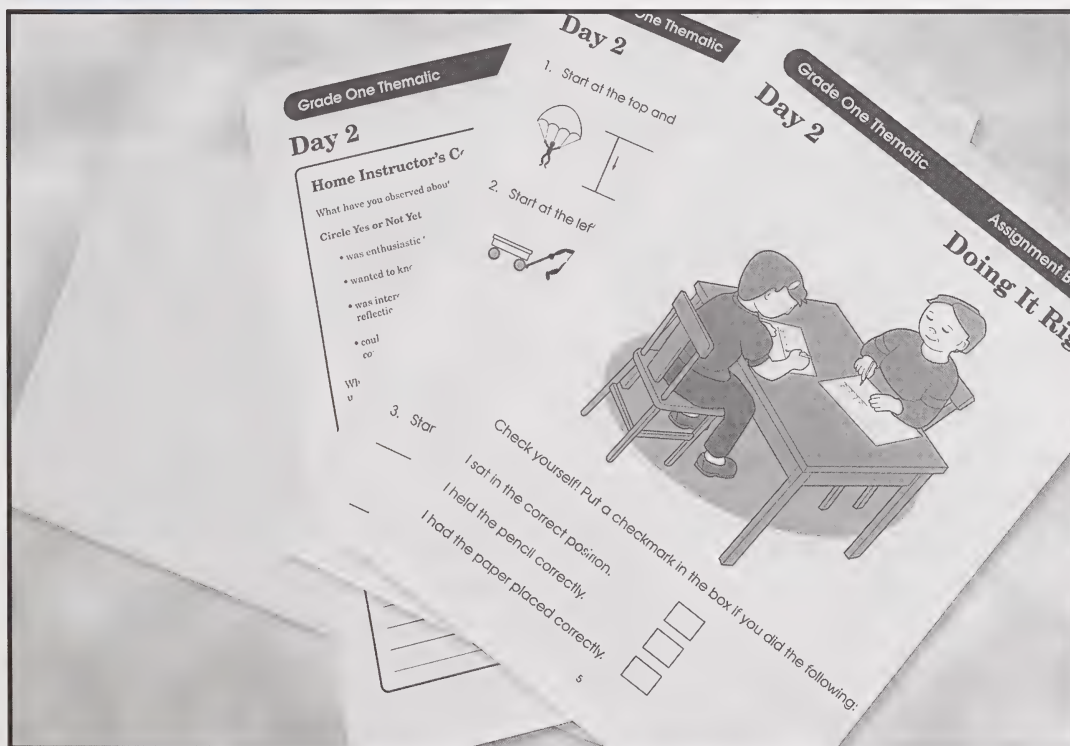
## Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



## Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate many games and computer programs on the market that may enhance the student's learning opportunities.

You may also have books and resources in your home that would be useful in a study of plants and bugs. A useful resource for pictures of plants is a seed catalogue. It would be beneficial to have access to a few different catalogues, including some that the student can cut pictures from.

### Fiction Books

#### Bugs

*The Alphabet Tree* by Leo Lionni  
*Amanda's Butterfly* by Nick Butterworth  
*The Grouchy Ladybug* by Eric Carle  
*If at First You Do Not See* by Ruth Brown  
*Ladybird Ladybird* by Ruth Brown  
*The Very Busy Spider* by Eric Carle  
*The Very Hungry Caterpillar* by Eric Carle  
*The Very Lonely Firefly* by Eric Carle  
*The Very Quiet Cricket* by Eric Carle

#### Conservation

*The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry  
*The Lorax* by Dr. Seuss  
*Miss Rumphius* by Barbara Cooney  
*Rain Forest* by Helen Cowcher

#### Plants

*The Biggest Pumpkin Ever* by Steven Kroll  
*The Carrot Seed* by Ruth Krauss  
*Flowers* by Gallimard Jeunesse and Pascale de Bourgoing

*Fruit* by Gallimard Jeunesse and Pascale de Bourgoing  
*Growing Vegetable Soup* by Lois Ehlert  
*A Handful of Seeds* by Monica Hughes  
*Harvest Song* by Ron Hirschi  
*Inch by Inch: The Garden Song* by David Mallett  
*In My Mother's Garden* by Melissa Madenski  
*In the Woods: Who's Been Here?* by Lindsay Barrett George  
*I Spy in the Garden* by Richard Powell  
*The Ivy* by Christine Dale  
*The Plant That Ate Dirty Socks* by Nancy McArthur  
*One Bean* by Anne Rockwell  
*Planting a Rainbow* by Lois Ehlert  
*Plants That Never Ever Bloom* by Ruth Heller  
*Pumpkin Pumpkin* by Jeanne Titherington  
*Red Leaf, Yellow Leaf* by Lois Ehlert  
*The Rose in My Garden* by Arnold Lobel  
*A Seed Is a Promise* by Claire Merrill  
*Vegetable Garden* by Douglas Florian  
*Willie's Garden* by Myra McGee



## Non-Fiction Books

### Bugs

- Bees* by James E. Gerholdt  
*Bugs* by James E. Gerholdt  
*Butterflies* by James E. Gerholdt  
*Insects and Spiders* by Janet VanCleave  
*The Kids Canadian Bug Book* by Pamela Hickman  
*The Magic School Bus Gets Ants in Its Pants: A Book About Ants* by Joanna Cole  
*The Magic School Bus Inside a Beehive* by Joanna Cole  
*Moths and Butterflies* by Dave Beaty

### Plants

- Bean and Plant* by Christine Back  
*How Seeds Travel* by Cynthia Overbeck  
*The Kids Canadian Plant Book* by Pamela Hickman  
*Linnea's Windowsill* by Christina Bjork and Lena Anderson  
*The Magic School Bus Plants Seeds: A Book About How Living Things Grow* by Joanna Cole  
*Plants and Seeds* by Colin Walker  
*The Reason for a Flower* by Ruth Heller  
*The Red Poppy* by Irmgard Lucht  
*A Seed Grows: My First Look at a Plant's Life Cycle (My First Look at Nature)* by Pamela Hickman  
*Seeds* by Terry Jennings  
*The Tiny Seed* by Eric Carle

## Videocassettes

### Bugs

- National Geographic's Backyard Bugs.*  
15 min. Available through Access.

## Interdependence of Plants and Animals

- Interdependence of Plants and Animals.*  
16 min. Produced by Robert B. Mansour, distributed by Ethos. 1998.  
*The Multimedia Bug Book.* Workman. 1995.  
*Plants and Animals Depend on Each Other.*  
12 min. The Magic Lantern Video Collection. Oakville, Ontario: Magic Lantern Communications Limited. 1993.

### Plants

- 10 Crunchy Carrots.* 30 min. Charlotte Diamond. Hug Bug Music Inc.  
*Learn About Plants.* Learningways Incorporated. 1995.  
*Let's Explore Plants.* 15 min. The Magic Lantern Video Collection. Oakville, Ontario: Magic Lantern. 1993.  
Communications Limited in association with General Learning Video.  
*The Magic School Bus Goes to Seed.* 30 min. Scholastic Incorporated. Distributed by Kid Vision, a division of Warnervision Entertainment. 1995.  
*What Is a Plant?* 10 min. From the series *Learning About Plants*. Produced by Robert B. Mansour, distributed by Ethos. 1998.

## Periodicals

- Chickadee.* Young Naturalist Foundation.  
53 Front Street East, Toronto, Ontario.  
*Owl.* Young Naturalist Foundation.  
53 Front Street East, Toronto, Ontario.  
*Ranger Rick.* National Wildlife Federation.  
1412-16th Street, SW, Washington, DC, 20036.

## Internet Websites (optional)

Please note that Internet websites are subject to constant change. Resources noted in this module can be accessed by using a search engine and keying in the name of the source. It is always in your best interest to monitor your child's use of the Internet carefully.

Throughout this module you will find some of these websites referenced on the days where they are best suited. These sites contain a variety of information and suggestions for many alternate activities.

### Online Experiments

Animal or Plant?, Being Alive, or Making a Sponge Garden

**<http://www.reachoutmichigan.org>**

At this site, click on Lessons and then Early Elementary for topics such as Animal or Plant?, Being Alive, Making a Sponge Garden, and much more.

Gardening Ideas

**<http://aggie-horticulture.tamu.edu/tamuhort.html>**

At this site, click on Just for Kids and then Kindergarten area for a variety of activities.

### Additional Sites

The Great Plant Escape

**<http://www.urbanext.uiuc.edu/gpe/gpe.html>**

Online Stories

**<http://www.geocities.com/EnchantedForest/Tower/1217/reading.html>**

## Websites Relating to Module Days

### Day 1

Lesson #2: Plants Are Living!

**<http://www.acs.ucalgary.ca/~smzess/edts325/tami/living1.html>**

### Day 6

Seed Dispersal

**[http://www.units.muohio.edu/dragonfly/itb/seed\\_experiments.htmlx](http://www.units.muohio.edu/dragonfly/itb/seed_experiments.htmlx)**

### Day 8

Use a search engine and key in the words *Plants and Our Environment* to access various sites.

A Friendly Flower

**<http://www.education.com/common/resources/1p/sci/980302ks.html>**

### Day 9

What Do Plants Need?

**<http://www.education.com/common/resources/1p/sci/971110ks.html>**

### Day 17

Links to environmental sites

**<http://www.epa.gov/kids/index.htm>**





Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

# Not Just Green Leaves



When your student hears the word **plant**, what picture comes to mind? Is it a green, bushy houseplant? Does your student think about trees, flowers, grain, fruit, or even the mould on bread?

Today your student revisits two of the experiments to make observations and draw conclusions. A look at bread mould will prove to the child that plants can be grown without any seeds at all.

A field trip to a grocery store or a greenhouse is also planned. If today is not convenient for this activity, you may wish to postpone it until a later date.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 7B  
– Day 10: Consonant Digraphs
- “What Is It?” in *Jump In*
- computer (optional)

### Music and Movement

- small objects to jump over

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 10.

### Project Time

#### Project 1: Experiment Checklist

- Experiment Checklist from Day 2
- two bean plants from Day 2
- carrot/beet and/or potato experiment from Day 5
- Thematic Assignment Booklet 7B  
– Day 10: Observation Chart
- two slices of bread from Day 5 experiment
- *Plants That Never Ever Bloom* by Ruth Heller (optional)

#### Project 2: Field Trip

##### Choice A: A Trip to a Greenhouse

- magnifying glass (optional)

##### Choice B: A Trip to the Grocery Store

- no special resources required

#### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 10: Learning Log

#### Story Time

- mutually chosen reading material
- *The Plant That Ate Dirty Socks* by Nancy McArthur (optional)

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time activities. Remember to include a weather symbol that represents the current weather condition on today's date.

This may be a good time to review the seasons. Discuss the present season. For example, if it is spring, what are some of the changes your student has observed that tells it is spring? Review each of the other seasons and have the student tell what happens in each.



## Focus for Today

## Materials

### Thematic Assignment Booklet



Does your student enjoy making predictions from stories when reading? Are activities such as guessing games or sharing writing projects enjoyed? Does your student readily sound out new words using phonics skills? All of these activities represent your student's **developing confidence**. This topic is the focus for today's Learning Log.



## Language Arts

**Time recommended: 35 minutes**

### Word Study



Print the two high-frequency words **been** and **than** on coloured index cards. If these words can be read immediately, place the cards in the student's personal word box. If more assistance is needed to help learn the words, practise writing and reading the words on a piece of paper or on a chalkboard. Although spelling these words is not required at this time, the act of printing the words often helps the student remember them.

Noticing visual details will also help your student recall the word. Point to the **squiggly ee's** in the word **been** and the little word **an** in the word **than**.

This would be a good time to point out the difference between the words **then** and **than** as well.

**Than** is used to compare two or more objects.

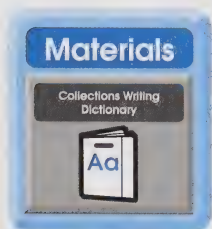
I am taller than you.

**Then** is used to describe events in time.

We did Word Study, then we did Phonics.

Once you finish reviewing **than** and **then**, have your student choose one theme-related or special-interest word to print on a white index card and put into the New Word Box for study.

Add any new words to the *Collections Writing Dictionary*.

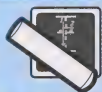


### Phonics

In Phonics today, your student will review the consonant digraphs **ch** and **sh**. The student will also be introduced to the digraph **ph**.

#### Activities

Listening Tip



A consonant digraph is two consonants that together make only one sound. They include **th**, **ch**, **sh**, **wh**, and **ph**.

Have your student review the digraph **sh** by placing the index finger in front of his or her lips and making the hospital sound “sh-h.” Then help the student name some words containing the “sh” sound.

Review the “ch” sound by clenching the fists and rotating the arms to indicate the wheels of a train. At the same time, encourage your student to say the “ch-ch-ch” sound. Together list some words containing the “ch” sound.



Ask your student to look at the following sentence as you read it. Track the words with your finger while reading.

The photographer took a photo of the pheasant while talking on the phone.

#### Activities

Home Instructional Script

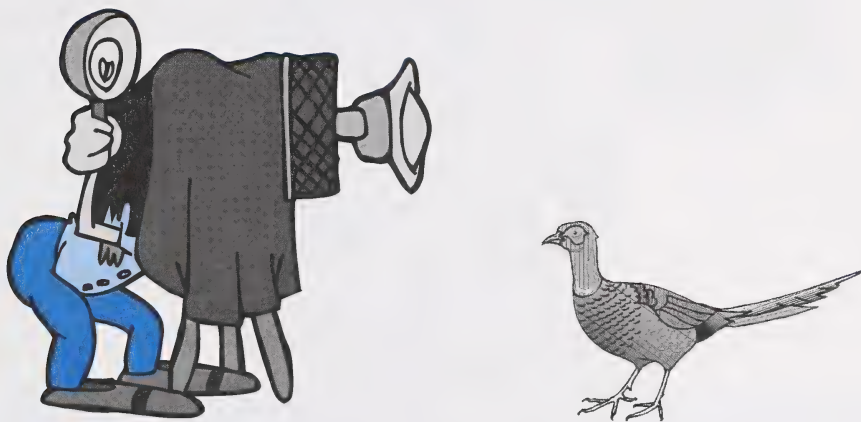


Now discuss the **ph** digraph with the following dialogue:



What sound do you hear most often? Repeat the sentence if necessary. (the “f” sound)



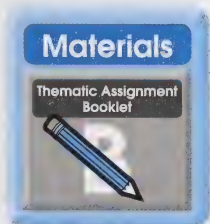
Although it sounds like the letter **f**, it is really two letters together making the “f” sound. The two letters are **ph**.



Help the student remember the “ph” sound by tucking the three middle fingers in and extending the thumb and baby finger as illustrated. Have your student hold his or her hand to his or her mouth and ear to look like a phone.

<p><b>ph</b></p>	<p><b>phone</b></p> 	<p>With your three middle fingers tucked in and your thumb and baby finger extended, hold your hand to your mouth and ear.</p>	
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Print the **ph** words found in the sentence about the photographer and the pheasant. Have your student circle the **ph** in each of these words.

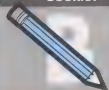


Turn to Thematic Assignment Booklet 7B, and complete Day 10: Consonant Digraphs. Your student will print the missing digraph on the line.

### Printing

#### Materials

Thematic Assignment  
Booklet



Help your student choose at least two words from Day 10: Consonant Digraphs in the Assignment Booklet to create a sentence. Print this sentence on lined paper.

### Music and Movement

**Time recommended: 30–40 minutes**

Music and Movement today and on Days 13 and 14 will focus on jumping. Remember, safety and ability of the student is always most important when you are doing any activity.

#### Activities

Learning Tip



To jump well, your student must develop his or her hip and leg muscles. The best way to develop power in these areas is to have the child do a variety of jumping and running activities. Judge your student's capabilities and allow time to work through the progression of jumps. Start with simple jumps and work toward more complex jumps. The running long jump and the high jump are more challenging than the standing long jump because they involve a running approach to a jump.

Introduce the student to the following variety of jumping activities. These activities are best done outside.

- Jump from a standing position. Try to jump further each time, or try to jump over an object.
- Make five or six successive double-leg jumps. Measure the total distance jumped.
- Hop on one leg and then on the other. Pick a number of hops to try on each leg and see if it is easier on one leg than the other.
- Take five long strides and measure the distance travelled.
- Measure a distance of 20 m to 25 m and see how many long strides it takes to cover this distance.



Your student may like a game of hopscotch outdoors. Show the student how to draw the grid with chalk on concrete or scratch it in the soil. Enjoy!



### Language Arts

**Time recommended: 60 minutes**

#### Reading



Have your student take out the book *Jump In* and turn to the table of contents. Encourage sliding a finger down the page to find the story titled “What Is It?” and then have the student turn to that page. Allow time for the student to look at the pictures in the story.

Continue with the following script:

Why do you think the boy is closing his eyes?

The boy is doing something different with the apple on each page.

Look at each picture and tell me what he is doing.

Have your student read the story aloud. Help as necessary. Once finished, ask if the personal predictions about the different things the boy was doing on each page were correct. Discuss what observations led to the predictions.

### What Is It?

You and the child can also play this guessing game by selecting objects from around the house. One player closes his or her eyes or wears a blindfold while another participant places an object into the blindfolded player's hands. This player will then feel, smell, and listen to the object to figure out what it is.



Play this game without using the sense of taste until each player has had several turns with the other senses. Explain to your student that nothing should ever be tasted unless a trusted adult has told them it is safe.

Relate the story and game to the scientific skill of observation, which the student will be using later today. Use the following dialogue to review the five senses. Refer back to Days 6, 7, and 8 in Module 1 for further review.

What senses did the boy in the story use?

What is the boy doing?

What do you see on the table?

What senses did you use in the game?



Later today you will be telling about what happened in two of your experiments.

Good scientists always use their senses to help them **observe** and describe experiments.

### Writer's Workshop

Observations can be made of the various plants and plant growth and comments can be written about these changes. If the booklet started on Day 1 has not been completed, your student may add information about the bean plant.



Once the plant observations or The Bean Seed assignment have been completed, label the back of the chosen one with the student's full name and M7D10 before placing it in the Student Folder.

### Alternative Activity

Help the student use word-processing software to record the observations about plant growth.

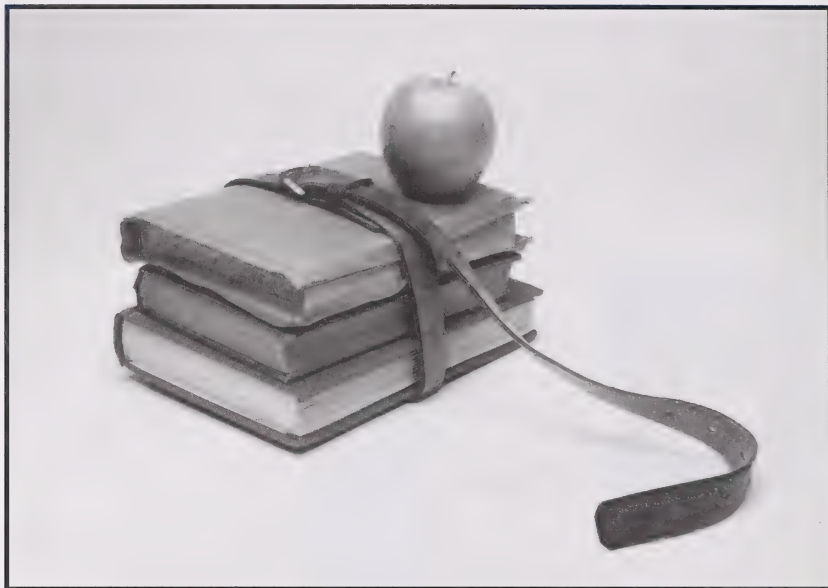
**It's time for lunch now.**

**As you eat, tell your  
home instructor what you taste,  
smell, see, and feel.**



### Silent Reading

**Time recommended: 5–10 minutes**



Instruct your student to choose material for Silent Reading. This will seem more natural and enjoyable if you do the same. Once reading begins, it is best if neither of you moves around in search of more books or a drink of water.

Silent Reading is meant to be short but focused. At first, it might have been difficult to maintain the student's attention for five minutes. Now, ten minutes may go too quickly.

### Math Time

**Time recommended: 45 minutes**

If your student is registered in the Grade One Mathematics program that accompanies this Thematic program, he or she is encouraged to work on mathematics each school day. Proceed with Mathematics Module 7, Day 10 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.



## Project Time

**Time recommended: 50 minutes**

Project 1 requires your student to observe and record experiment results.

The other project scheduled for today is a field trip to a grocery store or a greenhouse. If it is not convenient to go on the field trip, schedule it for another time.

## Project 1: Experiment Checklist

As indicated on the experiment checklist, your student will need to make observations of the carrot/beet and potato plants, as well as the bread experiments that were started on Day 5. Also check the water levels of the various plant experiments. When your student has checked the plants, trace the **W** on the experiment checklist.

### Part A

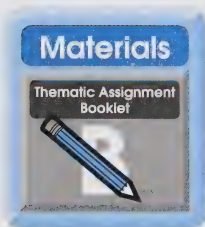
Use the following questions to enhance your student's observation of the carrot/beet and sweet potato experiments.

Can you see the roots of the vegetables yet?

If you can observe roots, what part of the plant sends out roots?

How many times have you had to refill the water?

Have leaves begun to appear yet? If so, do the leaves and stem bend or grow straight up?



Turn to Thematic Assignment Booklet 7B, and complete Day 10: Observation Chart. Have the student draw labelled diagrams of his or her observations.

### Part B

Use the following dialogue to help your student check the two slices of bread set aside on Day 5.

Look at and feel the two slices of bread.

How are they different?

What do you see when you look at the bread in the sealed bag?

Do the two slices smell different?

Do you know what the growth on the bread is called? (**mould**)

Did you know that **mould** is a plant?

This special plant grows without a seed.

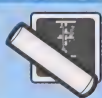
One type of mould is used to make a special **medicine** called **penicillin**.

Penicillin is used to help rid the body of infections when people are sick.

**mould:** any of a variety of fungus growths commonly found on the surfaces of decaying food in warm, moist places

#### Activities

##### Teaching Tip



Explain to your student about a time when they may have needed penicillin, for example for an ear infection. If the student or someone you know is allergic to penicillin, explain that penicillin and other medicines can be dangerous if there is an allergy to them. Medicine should only be given according to a doctor's recommendations or after following the directions printed on over-the-counter medications. Also, make sure your student understands that mould on bread, cheese, or other foods should not be eaten. Mould is a sign that the food is spoiled.



Spend some time discussing the growth of mould. Consider putting the bread away for several more days. Ask your student to predict what will happen to the bread during this time. Your student will be surprised to find the extent to which the mould will grow.

## Enrichment (optional)

If your student is interested in learning about other unusual plants, refer to *Plants That Never Ever Bloom* by Ruth Heller.

If you have a computer and encyclopedia software, use key words such as *fungi*, *mushrooms*, *seaweed*, *lichen*, *moss*, *fern*, or *conifer* to bring up pictures of these plants.

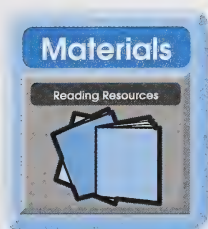
## Project 2: Field Trip

### Choice A: A Trip to a Greenhouse

Visit a greenhouse to examine many different kinds of plants. Your student could bring along a magnifying glass for a close-up look at the plants. As you explore and discuss, find examples of the following:

- Find the stem, leaves, flowers, and roots of plants.
- Which plants have flowers? Which have fruits? Which have seeds?
- How were the plants **propagated**? (You may have to ask an employee to help answer this question.)
- How are the plants cared for?
- Do different plants need different care?
- What are the plants used for?

Encourage the student to ask questions about the plants. You may even let the student choose a plant to purchase and care for at home.



propagated:  
reproduced

### Choice B: A Trip to the Grocery Store

Walk through the produce section of the grocery store and have your student name all the fruits and vegetables that are available. The student can also determine what part of the plant the edible fruit or vegetable comes from.

Check for unusual or unfamiliar fruits or vegetables. Perhaps you can purchase a new fruit or vegetable for your student and other family members to try.



### Sharing Time

**Time recommended: flexible**

Your student has the choice of several activities to share today. Results from the experiments could be shared or your student could tell about the field trip. Another option could be to have the family join the student in a game of “What is it?” Your student could also challenge the family to name different kinds of plants to see if they think of moulds and other unusual plants.



## Let's Look Back

**Time recommended: 10 minutes**

Spend some time discussing the day's activities with your student.

What did you learn about plants today?

Do all plants have green leaves?

Are trees plants?



Focus on the events of the past days that pertain to your student's developing self-esteem. Some possible observations to consider are the student's reactions to the following:

- the presentation of the “movie” to family members that was completed on Day 9
- trying the jumping activities in Music and Movement
- playing the “What is it?” game

### Materials

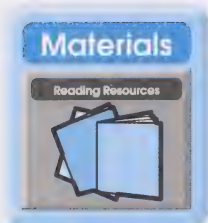
Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 7B, and complete Day 10: Learning Log. Remember to include your student's thoughts and comments as well as your own.

### Story Time

**Time recommended: flexible**



If your student is beginning to appreciate humour and is interested in reading about a very unusual plant, the book *The Plant That Ate Dirty Socks* by Nancy McArthur may be a good choice. This is a short novel about an out-of-control skateboarding plant.



**Have you ever thought about living creatures that are so small they can use a leaf for a home?**

**On Day 11 you will find out all about them!**



# At Home in a Plant

If you look closely around plants, especially those that are outdoors, you will find tiny creatures living there. Your student will take a close look at bugs today and classify them into groups according to colour and other characteristics.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- computer (optional)
- *Collections Writing Dictionary*

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 7, Day 11.

#### Project Time

##### Project Choice 1: Going on a Wild Bug Hunt

- small jars, plastic bags, or clear plastic drinking glasses
- piece of cardboard and/or spoon
- small strips of paper for labelling

##### Project Choice 2: Looking at Bugs

- Thematic Assignment Booklet 7B  
– Day 11: Bug Pictures

#### Story Time

- mutually chosen reading material



### Calendar Time

**Time recommended: 10 minutes**

Complete the basic Calendar Time procedure, including drawing a weather symbol on today's date to represent the current weather conditions. You will find more suggestions for calendar activities in the Calendar Package.

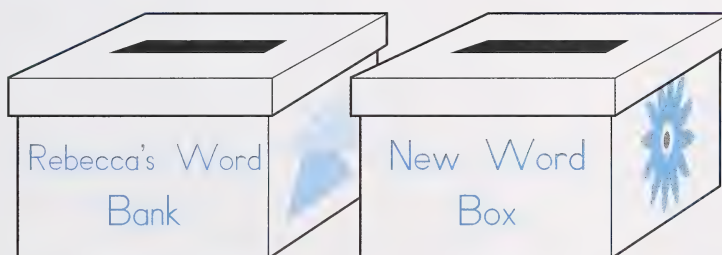
## Focus for Today

The focus today is on your student's development in **science**. While completing the day's activities, note your student's curiosity and interest in bugs, awareness of safety when handling bugs, and skill in classifying bugs.

## Language Arts

**Time recommended: 35 minutes**

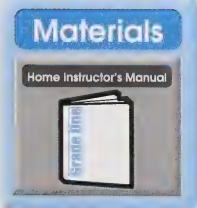
### Word Study



Print the two high-frequency words **old** and **new** on coloured index cards. Can your student read these words at once without sounding them out? If so, place them in the personal word bank and have your student select two new theme words for study.

If your student is unable to read today's words at a glance, then print the words on a piece of paper or a chalkboard and point out the following:

- The **ew** in **new** makes the same sound as the **spooky oo's**.
- **Old** is a one syllable word where the **o** makes the "long" sound.



You could also refer to Word Study Teaching Notes found in the Appendix of the Home Instructor's Manual to further guide your instruction.

Add any new words to the *Collections Writing Dictionary*.



### Phonics and Printing

Today and on Day 12, the student will be adding the endings **-er** and **-est** to describing words, or **adjectives**.

Divide a piece of lined paper into three parts and print the headings **-er** and **-est** at the top. Have your student add these endings to each of the following words and print the new word under the proper heading. One has been completed for you as an example.

	-er	-est
fast	faster	fastest
slow		
dark		
light		
neat		
warm		

Ask the student to read the words aloud when the page has been completed.

### Music and Movement

**Time recommended: 10–15 minutes**

Today your student will go on a pretend hunt for insects by chanting and doing actions adapted from the traditional chant “The Bear Hunt.” As you chant, keep the beat by patting your legs to make it sound like footsteps and do the suggested movements. This is an echo chant, where you say the words and then the student repeats them.

## ===== The Bug Hunt =====

### *Chorus*

**I'm going on a bug hunt** (Pat legs.)

**But I'm not afraid.** (Pat legs.)

**I've got my magnifying glass**

(Look through glass for bugs.)

**I've got my bug net.** (Pretend to swing bug net.)

### *Verse 1*

**Oh, Oh! What do I see?** (Move hand above eyes.)

**A squishy swamp! Squish, Squish!**

(Pretend to walk in mud.)

**Can't jump over it,** (Jump.)

**Can't go under it,**

(Bend at waist and pretend to wiggle under.)

**Can't go around it,**

(Pretend to put on boots and splash through.)

**I've gotta go through it!**

### *Repeat chorus*

### *Verse 2*

**Oh, Oh! What do I see?** (Move hand above eyes.)

**A grassy meadow!**

(Rub hands together to make a swishing sound.)

**Can't jump over it,** (Jump.)

**Can't go under it,** (Bend and wiggle.)

**Can't go around it,**

**I've gotta go through it!** (Repeat hand-rubbing motion.)

*Repeat chorus*

**Verse 3**

**Oh, oh! What do I see?** (Pat legs.)  
**A big river!** (Stretch arms wide apart.)  
**Can't jump over it,** (Jump.)  
**Can't go under it,** (Bend and wiggle.)  
**Can't go around it,**  
**I've gotta go through it!** (Make swimming motions.)

*Repeat chorus*

**Verse 4**

**Oh, oh! What do I see?** (Move hand above eyes.)  
**Aaah!!! It's a big spider!**  
(Pretend to be afraid and run away home.)  
**Through the river,** (Make swimming motions.)  
**Across the meadow,** (Rub hands for swishing sound)  
**Through the swamp!** (Squish! Squish!)  
**Whew! Home at last!** (Pretend to go in and slam door.)

---

You and your student may enjoy creating new verses by adding other obstacles to cross, such as mountains to climb, vines to swing on, or logs to walk across. See where your student's imagination takes you! Don't forget to get home safely by doing the actions in reverse order!

**Enrichment (optional)**

Your student may enjoy the song "The Spider's Web" from the videocassette *10 Crunchy Carrots*, if it is available.



## Language Arts

**Time recommended: 60 minutes**

### Reading

#### A Nursery Rhyme

During this time you and your student will discuss whether or not bugs are really scary. Hopefully, the student will decide that most bugs are harmless and not anything to be afraid of.

Begin by reminding your student of the nursery rhyme “Little Miss Muffet.” Use the following script in your discussion:



Do you know a nursery rhyme about a tiny creature that frightened off a little girl?

Let's say that nursery rhyme together.

**Little Miss Muffet  
Sat on a tuffet  
Eating her curds and whey.**

**Along came a spider  
Who sat down beside her  
And frightened Miss Muffet away!**

Traditional



Explain that **curds** are the thickened part and **whey** is the liquid part that forms when cheese is made. The cheese is finished when all the curds are pressed together.

Why do you think a little spider frightened Miss Muffet?

Would you be frightened by that spider? Why (or why not)?

Miss Muffet must have looked huge to the spider.

How do you think that spider felt seeing such a large creature?

### A Bug Poem

Now your student will have the opportunity to read a poem that reinforces the idea that bugs are interesting.

Begin by discussing what the student finds interesting about bugs. Next, review known words, and then talk about the features of unknown words.

Ask your student to read the poem on his or her own, or you can read it together.

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### Bugs

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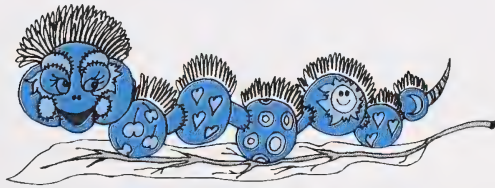
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Black bugs,  
Green bugs,  
Bad bugs,  
Mean bugs,  
Any kind of bug.  
I like bugs.

A bug on the  
sidewalk,  
A bug on the grass,  
A bug on a rug,  
A bug in a glass.  
I like bugs.

Big bugs,  
Fat bugs,  
Skinny bugs,  
Round bugs,  
Lady bugs,  
Buggy bugs.  
I like bugs.

Margaret Wise Brown



Reread the poem two or three times and then ask the student to identify the describing words used in the poem. Which words describe friendly bugs and which words describe scary ones?

Today you can make up a poem just like this one, but you will be using different describing words.

Print the following pattern on the chalkboard or a piece of paper:

\_\_\_\_\_ bugs, \_\_\_\_\_ bugs,

\_\_\_\_\_ bugs, \_\_\_\_\_ bugs,

Any kind of bug.

I like bugs.



Ask your student to think of personal words to describe bugs. Print these words on a paper to create a chart. When you are finished, place the chart in a safe place to use again on Day 12. Have the student choose four describing words to print on the blanks in the poem pattern. Then have him or her read the first verse of the new poem to you or you could read it aloud together.

Go on to the second verse of the poem. Print the following pattern on the chalkboard or piece of paper and fill it in with your student's suggestions. Encourage the use of rhyming words for the second verse.

A bug on the \_\_\_\_\_.

A bug on the \_\_\_\_\_.

A bug on a \_\_\_\_\_.

I like bugs.



Ask the student to reread this new verse alone or with you. This poem will be used again during Writer's Workshop, so keep it handy.

### Writer's Workshop

Your student will copy and decorate one of the verses that was created in today's Reading activity. Ask the student to neatly print the new version of the poem on lined paper and then glue it to the centre of a larger sheet of white or coloured paper. The border of the large paper can then be decorated with bug drawings.

### Alternative Activity

The verses of the poem could be typed on the computer. Paint and draw programs or clip art could be used to illustrate the poem.

Label the poem with the student's full name and M7D11 before placing it in the Student Folder.



## Journal Writing

Prepare the student for Journal Writing by using the following script:

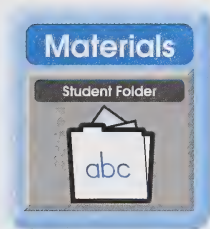
Do you know what creatures live on plants?

Insects, spiders, and worms are small enough to use a plant for a home.

Do you like bugs?

Do you have a favourite kind of bug?

Ask your student to take out a sheet of lined paper and write about insects or about a topic of personal interest. Have your student label the page with his or her full name and M7D11, and then place it in the Student Folder.



**This would be a good time  
to take a lunch break.**

**What do you think a bug  
eats for lunch?**

### Silent Reading

**Time recommended: 5–10 minutes**

After reading silently, take time to share what each of you has read. When asking a student about a book, phrase the question so that more than a simple yes or no answer is required. Young children can begin to form opinions about reading material when asked specific questions such as the following:

What did you like/dislike about the book?

What was your favourite part?

What did you think of the illustrations?

Was there a funny/sad/scary part in the book?

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 11.

### Project Time

**Time recommended: 50 minutes**

Looking at a variety of bugs is the focus for Project Time today. If possible do Project Choice 1 so the student has the opportunity to observe live insects. If this is not possible, Project Choice 2 is an alternative. Both project choices contain classification assignments.





### Project Choice 1: Going on a Wild Bug Hunt

You will be going on a walk with your student to look for bugs. Before you begin, discuss all of the possible places to look for bugs, such as under logs, leaves, rocks, or in trees. Remind the student to leave the environment just as it was found—put rocks back where they were and turn logs over again after looking under them.

Be sure to stress the importance of being gentle while collecting living creatures. Read the Collecting Creatures chart and discuss each point with the student.

#### Collecting Creatures

When I collect creatures to study, I

1. treat all creatures gently
2. try not to touch them with my hands if I'm not sure whether they bite
3. use containers with air holes
4. put a little dirt and leaves or grass in the container
5. release the creatures into the area in which I found them

Your student should be encouraged to use a spoon or a piece of cardboard to get the bug into a container without touching it with his or her hands.

Using small jars, plastic bags, or plastic drinking cups, help the student collect as many different kinds of bugs as possible. Be sure each of these containers has small air holes. Only one type of bug should occupy each container, and the student should include some of the soil, leaves, and plants from the bug's environment.



When you feel your student has enough bugs to observe and compare, return to the learning area and spend some time just looking at the bugs and talking about them. Use the magnifying glass to take a close look at each insect.

Help the student print a word that describes each bug on a small strip of paper, and put it next to the bug's container. The labels could say such things as **spotted bug**, **butterfly**, **spider**, **yellow bug**, and so on.

Discuss ways in which some of the bugs are the same. Sort the containers so that bugs with something in common are put in a group. For example, group together bugs that can fly or bugs with spots.

Have the student rearrange the containers to make as many new groups as possible. Each time the grouping is changed, discuss why the bugs were grouped together. If your student runs out of ideas for sorting the bugs, make some suggestions of your own.

When you have finished the activity, put the bug collection in a safe place for use on Day 12.

## Activity Choice 2: Looking at Bugs





















### Materials

Thematic Assignment Booklet



If you are unable to go out and collect live bugs, use the Day 11: Bug Pictures from Thematic Assignment Booklet 7B. Cut out the bug pictures so that they can be labelled and grouped.

After the student has named the pictured bugs according to the following illustrations, decide on different ways of grouping bugs that are similar, such as bugs that are black or bugs that crawl. See how many different groupings your student can think of! If the student runs out of ideas, suggest a few groupings yourself. By doing this, your student is developing observation and classification skills.

			
grasshopper	ant	ladybug	butterfly
			
fly	beetle	bumblebee	earwig
			
centipede	spider	pill bug	dragonfly
			
caterpillar	praying mantis	walking stick	cicada
			
moth	wasp	mosquito	daddy-longlegs



Keep the bug pictures together and in a safe place because they will be used on Day 12.

### Enrichment (optional)

Check the following Internet site for instructions on how to build a bug house.



<http://www.bobvila.com/HowTo/index.html?/HowTo/KidsClub/KidsClub.html>

You may wish to access other sites using the search words *bug house*.

## Sharing Time

### Time recommended: flexible

Your student could tell about the bug observations and classification activities or read the new poem about bugs. Family members could enjoy telling about their bug experiences or favourite bugs.



## Let's Look Back

**Time recommended: 10 minutes**

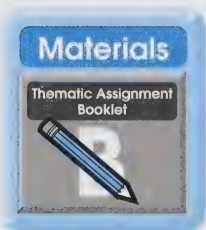
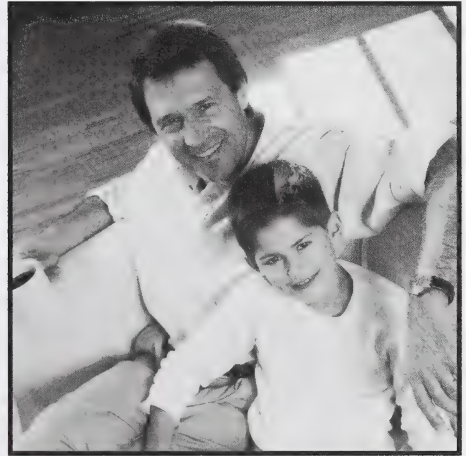
If you went outside to look for bug life, your student discovered that where there are plants, there are bugs. Plants are bugs' homes.

Spend some time discussing the day with your student. Find out how he or she feels about the study of bugs.

## Story Time

**Time recommended:  
flexible**

It is important for young children to have different adult role models to encourage them in the reading process. Having Dad, an older brother, an uncle, or a male friend occasionally read for Story Time would be a good alternative some days.



Complete today's Learning Log: Day 11 in Thematic Assignment Booklet 7B.

**Have you enjoyed discovering  
the world of bugs?**

**On Day 12 you will learn  
more about them.**

# Beautiful Bugs

Does your student think bugs are beautiful?

Today will be spent looking at bugs, moving like bugs, and writing about bugs.

Your student will add to a list of describing words and then choose some of the describing words to use in a story about bugs.

During Reading, your student will revisit the story “What Bugs Do” that was previously read in Day 1.

Project Time will give the student the opportunity to choose some pictures of favourite bugs and have fun using them to create a mobile.





## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 7B  
– Day 12: Adding -er or -est
- bugs collected on Day 11 or Bug cards from Day 11, Project Time
- “What Bugs Do” in *Slide In*
- chart of describing words from Reading on Day 11
- Experiment Checklist from Day 2

### Music and Movement

- favourite music selections

### Silent Reading

- books, magazines, or other favourite reading material
- *Owl*, *Chickadee*, and *Ranger Rick* magazines (optional)

### Math Time

- See Mathematics Module 7, Day 12.

### Project Time

- thread or string
- sticks or clothes hanger

### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 12: Learning Log

### Story Time

- mutually chosen reading material
- *The Magic School Bus, Inside a Beehive*, or *The Magic School Bus Gets Ants in Its Pants* by Joanna Cole (optional)

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Follow your usual Calendar Time routine, including drawing a weather symbol that represents the current weather conditions.

Look back on all the past calendar pages and ask your student to read the names of the months. Talk about which months were the coldest, warmest, rainiest, or sunniest. Maybe your student would like to predict what the weather will be like for the rest of this month or for next month.

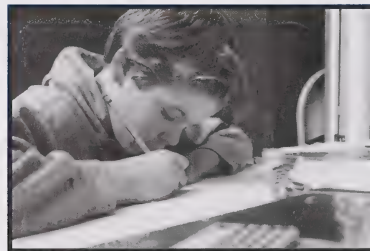
## Focus for Today

## Materials

Thematic Assignment Booklet



Today you will be asked to comment on the student's **developing writing skills**. Preview Day 12: Learning Log, found in Thematic Assignment Booklet 7B.



## Language Arts

**Time recommended: 35 minutes**

### Spelling

## Materials

Home Instructor's Manual



Today you will review the six spelling words from Day 3. Post a chart listing these words in the learning area. Refer to the Spelling section of the Home Instructor's Manual and the study points presented on Day 5 of this module for ways to study spelling.

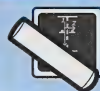
If your student has chosen alternative words, study them rather than the six words from Day 3.

## Phonics and Printing

Today's focus will be on the meaning of the endings **-er** and **-est**.

### Activities

#### Teaching Tip



The **suffix** (or ending) **-er** is used to compare two people or things. The suffix **-est** is used to compare more than two people or things.

Have your student read the groups of words from the chart he or she created in yesterday's Phonics lesson.

	-er	-est
fast	faster	fastest
slow		
dark		
light		
neat		
warm		

Ask your student to make up a sentence using the word **fast**, then the word **faster**, and finally the word **fastest**. If your student is unable to complete the activity, suggest the following sentences:

- You run fast.
- You run faster than Mary.
- You run fastest of all the boys and girls I know.



### Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 7B and follow the directions to complete Day 12: Adding -er or -est. In this assignment, your student must choose the correct word to complete the sentence. Provide assistance with reading the sentences if necessary. Encourage neat work.

## Music and Movement

**Time recommended: 10–15 minutes**

Today's activity encourages creative movement by miming bugs. Your student could use scarves for butterfly wings and a hat, toque, or hairband with paper antennae to enhance his or her creativity.

Begin by asking your student to pretend to be a beautiful butterfly fluttering near the roses. Below are some other ideas your student can use:

- a crawling caterpillar creeping under the bush
- a whining mosquito getting ready to bite
- a green fly darting over the grass
- a dragonfly hovering like a helicopter
- a buzzing bee sipping nectar

If possible, play some appropriate music that your student can move to. You and your student can also take turns pretending to be a specific bug and guessing which bug is being represented.



## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Materials

Reading Resources



#### Activities

Home instructor's Script



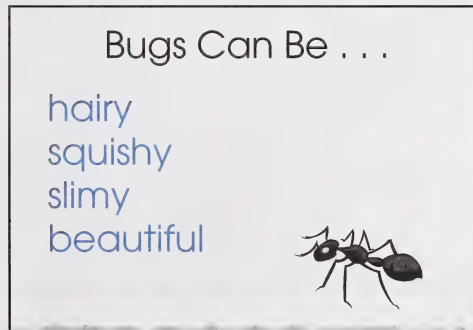
Using the insects your student collected or the insect cards from Day 11 and the story “What Bugs Do,” your student will add more descriptive words to the chart made during Reading on Day 11. Then, some of these describing words will be used in a bug story.

Have the student take out the book *Slide In* and turn to page 35 to look at the picture of the caterpillar.

Can you think of some words that describe this caterpillar?

I will add your words to the chart we started on Day 11.

Continue to examine the photographs of insects on each page of the story and list the describing words as your student thinks of them. Add the title **Bugs Can Be . . .** to the top of the chart. Ask your student to recall the insects that were collected or the pictures that were sorted during Project Time. Add more words to the chart that describe these bugs.



After printing the words on the chart, ask your student to reread the story “What Bugs Do” aloud. Add any describing words found in the story and read the words from the chart with the student.

### Writer's Workshop

Ask your student to write an imaginative story about a bug using some of the descriptive words from the chart. You can guide the discussion using the following script.

Pretend that you are about to discover a new bug that no one has ever seen or heard of before.

Where do you think you would find it?

What would it look like? (Have the student choose words from the chart to describe what it would look like.)

What would your bug be able to do that is different?

What special name would you give your bug?



Ask your student to write a story about this bug. Encourage him or her not to worry about spelling or punctuation right now, but to underline any words that need to be checked later. Punctuation can also be fixed later.

Explain that the first copy of a story is called a **draft** and that you will help to **revise** and **edit** the story when it is finished. Explain that **revising** involves making the meaning of the story clearer by changing some parts or details. Editing involves checking the accuracy of spelling, grammar, punctuation, and capitalization.



The story could be a full page or it could be three or four sentences. As you read through the finished story together, ask if any more of the describing words from the Bugs Can Be . . . chart might be added to the story. Also, help the student to correct any underlined words for spelling errors. *Collections Writing Dictionary* can be used to find words that have already been entered or to add new words for future use.

### Materials

Home Instructor's Manual



Review the Writing Process section in the Home Instructor's Manual for further information. Help your student edit the story by going over each step of the chart. When all of the desired or necessary changes have been made to the draft, put the story away to do the final copy on Day 13.

### Alternative Activity

A computer can be used to write the story. A draft copy can be printed for the purpose of revising and editing.



### Writer's Workshop (optional)

Although the focus of the module has switched from plants to bugs for a few days, it is essential that the experiments be checked on a regular basis for water needs. Ask the student to check them and trace the **w** on the Experiment Checklist.

Your student could spend time writing about the changes that have taken place in any of the experiments. Another option is to tell the teacher about the live bugs that were collected or the pictures of bugs that were cut out and grouped on Day 11.

Which bug is your favourite? Why?

Were the bugs hard to catch?

Where are some good places to find bugs?

What are some ways you organized your bugs into groups?

As your student writes, encourage as much independence as possible.



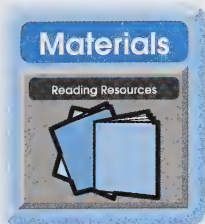
When finished, read the writing out loud. Print the student's full name and M7D12 on the back of the page. Place this writing activity in the Student Folder.



Is it time for lunch now?

## Silent Reading

**Time recommended: 5–10 minutes**



Science periodicals such as *Owl*, *Chickadee*, and *Ranger Rick* contain wonderful photographs, cartoons, and articles. If nature magazines are available, your student could find some articles or photographs of bugs.

The next time you and your student visit the library, take a look at some of the back issues of the children's nature periodicals. Your student may discover a whole new genre to explore!

## Math Time

**Time recommended: 45 minutes**

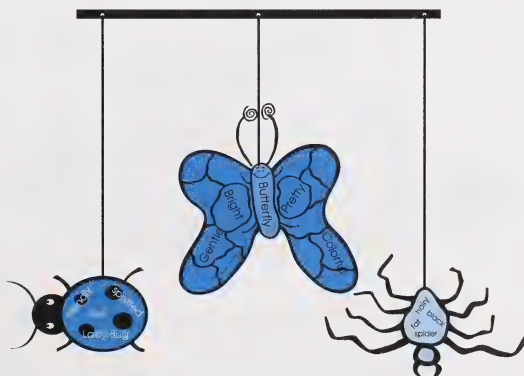
Proceed with Mathematics Module 7, Day 12.

## Project Time

**Time recommended: 50 minutes**

### Bug Mobile

A **mobile** is a collection of objects hung on strings to turn in the breeze.





This project will give the student practice drawing and cutting out pictures of bugs or other small creatures. It expands on this morning's activity of choosing the best describing words for certain bugs.

Help your student do the following:

- Draw the outlines of three or four favourite bugs or other small creatures. Each one should take up most of a half-sheet of plain paper.
- Use a dark felt marker to print the name of the creature in the centre of the outline.
- Choose two or three of the best describing words for that creature, and add these words in smaller print anywhere inside the outline.
- Colour or paint each creature (without covering the words) and cut them out.
- Make a small hole at the top of each creature and tie on a piece of thread or string.
- Tie all of the pieces of thread to a stick or clothes hanger so that all the creatures are attached.
- If you are using a stick, tie a piece of thread around the middle and hold the mobile up to see that it is balanced.
- Label the back of one of the bug cutouts with the student's full name and M7D12.
- Hang the mobile in the learning area or in another suitable location until Day 18, when you will send it to the teacher.

## Sharing Time

**Time recommended: flexible**

Your student could talk about the mobile from Project Time today or the list of describing words from the Bugs Can Be . . . chart. Challenge family members to add more describing words to the chart.

## Let's Look Back

**Time recommended: 10 minutes**

As you talk about the day's activities together, ask the following questions in order to learn more about your student's writing development.

How do you feel about revising and editing your writing?

Do you think your stories are better when you make changes?

Do you think your writing has improved? How do you know?

### Materials

Thematic Assignment Booklet



Fill out the checklist and comments sections on the Day 12: Learning Log found in Thematic Assignment Booklet 7B.



### Story Time

**Time recommended: flexible**



#### Materials

Reading Resources



If today's topic has sparked an interest in insects and other small creatures, check the Additional Resources list at the beginning of the module for books about bugs. Your local library will probably have a good selection of fiction and non-fiction books about insects.

If your student enjoys *The Magic School Bus* series by Joanna Cole, read *The Magic School Bus Inside a Beehive*, or *The Magic School Bus Gets Ants in Its Pants*.

**Which bugs do you  
think are most beautiful?**





# Journeys

The focus of this module has been mainly on the development of scientific skills, but, as the section on bugs concludes, today's activities will highlight imagination and creativity.

The reading selection is a poem about a worm's journey. Your student will practise visualizing the world from "a bug's-eye view." The story the student composed on Day 12 will be refined and completed today. A three-dimensional bug will be created during Project Time.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- chalkboard (optional)
- 8 strips of paper
- computer (optional)

### Music and Movement

- two ropes

### Silent Reading

- books, magazines, or other favourite reading material
- *The Very Hungry Caterpillar*, *The Very Busy Spider*, *The Grouchy Ladybug*, or *The Very Quiet Cricket* by Eric Carle (optional)

### Math Time

- See Mathematics Module 7, Day 13.

### Project Time

#### Project 1: Plant Observation

- Thematic Assignment Booklet 7B  
– Day 10: Observation Chart

#### Project 2: Bug Model

- bugs collected on Day 11 or bug pictures from Day 11
- magnifying glass
- scrap modelling materials (egg cartons, pipe cleaners, beads, twist-ties, toothpicks, construction paper, foam, etc.)

### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 13: Learning Log

### Story Time

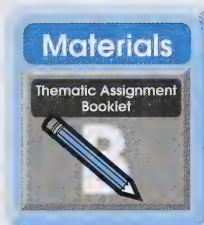
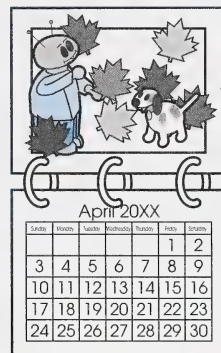
- mutually chosen reading material
- *Chickadee*, *Owl*, *Ranger Rick*, or other children's magazines (optional)



## Calendar Time

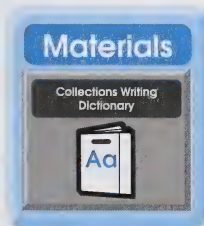
**Time recommended: 10 minutes**

After your basic calendar routine, including drawing a weather symbol on today's date, go ahead with other individually planned activities.



## Focus for Today

The focus for today is on your student's **development and participation in movement activities**. Preview the Day 13: Learning Log found in Thematic Assignment Booklet 7B.



## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print today's high-frequency words **called** and **most** on coloured index cards. Can your student read these words immediately? If so, these cards can be put into the student's personal word bank. Now your student can choose a theme-related word or a special-interest word to print on a white card and add to the New Word Box.

If the student did not immediately recognize the words, study them together. Then add these words to the New Word Bank for later practice. Add any new words to the *Collections Writing Dictionary*.

Point out that the word **called** contains two smaller words—**all** and **call**. You can also show your student that the **o** in **most** makes the "long o" sound even though it is the only vowel in this word.



## Phonics and Printing

Words that have the “long o” sound will be the focus of Phonics today. Once again, remind your student that with the “long o” sound, the letter **o** says its own name.

Say the following words slowly and ask the student to print them on a piece of lined paper.

hop

rob

not

con

rod

Read each of the words to me.

Add an **e** to the end of each word.

(The student should add an **e** to **hop**, creating the word **hope**.)

Read the new words to me now.

Why do the words sound different?

(The “super e” makes the letter **o** say its own name.)



Look at the word **coat**.

What two vowels do you see?

Do you remember the rhyme about two vowels together in a word?

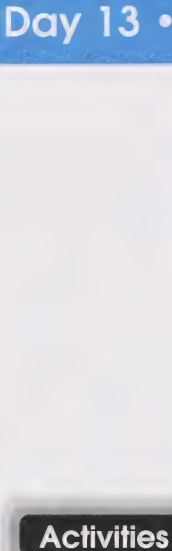
(When two vowels go walking, the first one usually does the talking and it says its name.)

Now read this pair of words.

got

goat

Can you hear the “long o” sound in the second word?



Print the following words on the same sheet of lined paper.

sop      rod      cot

Ask the student to rewrite each word so it includes the “long o” vowel sound containing the vowel pair **oa**. The words can then be read aloud to you.

Print the following words on a sheet of paper or on the chalkboard. Have your student read these words aloud to you.

boat      soak      groan      soap



## Music and Movement

**Time recommended: 10–15 minutes**

On Day 10 your student practised jumping in a variety of ways. Today will be a continuation of these activities.

### Activities

#### Teaching Tip



Before beginning any physical activity, it is a good idea to have your student do a moderate warm-up, such as jogging on the spot followed by some stretches. Be certain the student is physically able to do any activity you suggest.

### Warm-up

Have your student move around the room using long strides until you call a command such as “hop.” Continue using various commands, such as leap, spring, bounce, or skip, to change the style of jump. Model the activity for the student if necessary.

### Creek Jump

Place two ropes on the floor or on the ground. Explain that the ropes are the sides of the creek and the student has to jump from side to side without landing in the middle of the creek. You can vary the distance between the sides of the creek by having it narrower at one part than the other. Challenge your student to keep track of how many jumps he or she makes successfully.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Today’s Reading selection is a poem about the journey of a little worm. Begin the pre-reading discussion by using the following script.

Tell me about a trip you would like to take.  
(Encourage your learner to discuss vacation ideas with you.)

Do you know another word for **trip**? (journey)

In today’s poem, a little worm goes on a journey.

If you were the size of a bug, what would a plant look like to you?

If you were the size of a bug, how far do you think you could travel?



As you read the poem aloud, ask the child to **visualize** all the sights the little bug sees on his journey.

**Activities**

## Teaching Tip



Ask your student to close his or her eyes and think about the “pictures” that he or she imagines as you read the following poem. Read a verse or two and then ask the student to tell you what was visualized. Be specific in your questioning to refine this skill. What did the boot look like? What kind of broom was it? What shape was the rock that the worm saw?

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**Little Worm's Journey**

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A long journey for a little worm,  
May not seem long to you and me.  
But a trip to the end of the garden,  
Can be a long journey, as you will see.

Little worm wiggled around a big building,  
Which was really a boot by the door.  
He wiggled up a very high wall,  
Which was really a broom for the floor.



He wiggled over a tall mountain,  
Which was really a medium-sized rock.  
He wiggled into a deep canyon,  
Which was really a print made when we walk.

He wiggled across a wide ocean,  
Which was really a puddle from the hose.  
He wiggled under an enormous log,  
Which was really a stem from a rose.

He wiggled through a long tunnel,  
Which was really an old curled up leaf.  
He wiggled past a hairy monster,  
Which was really our kitty having a sleep.

He wiggled over and under,  
And into and past and through.  
He wiggled up and down and all around,  
When he finished his journey, he said,  
“Whew!”



So you see, going to the end of the garden,  
Might not be a long trip for you and me.  
But for a little wiggly worm,  
It can be a long journey indeed!

S. Peebles

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Reread the poem three or four times, depending on the student's level of interest. During the first rereading of the text, encourage the student to join in the reading of the text. On subsequent readings, your voice should become softer as the student becomes more confident. If the student has difficulty, your voice carries the reading.

Use the following script to guide your discussion of the little worm's journey.

Were you surprised by the places the little worm went on his journey? Why or why not?

Why did a boot by the door seem like a big building to the little worm?

What did the little worm think a rock was?

Why do you think this journey seemed like a long trip to the little worm?

Can you find an action word in the poem that tells how the worm moved?

You will need eight strips of white paper long enough to print four or five words. On the first strip, print **He wiggled . . .** On the rest of the strips, you or your student can print the places the little worm wiggled.

Read what I have just printed on this strip of paper.

Tell me some of the places where the little worm wiggled, and I will print them on these strips of paper.

If your student does not remember all of the places, go through the poem together until you have printed a different place on each of the paper strips.

Set the first strip on the table. Give the other strips to the student and ask that the strips be placed in order under the first one. If your student is unsure of the order, encourage him or her to refer back to the poem.





When finished, the strips should look something like the following:

He wiggled . . .
around a big building.
up a very high wall.
over a tall mountain.
into a deep canyon.
across a wide ocean.
under an enormous log.
through a long tunnel.

Read through all of the strips together to make sure they are in proper order.

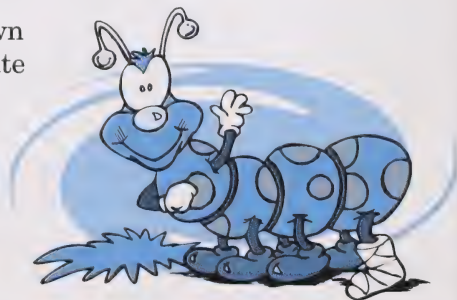
### Writer's Workshop

During Writer's Workshop, your student will print the final draft of the story he or she wrote yesterday.

First, ask the student to read the story aloud one more time and decide if there are any words that need to be changed before making the final copy. Guide the student as necessary.

Once all of the changes have been made, your student can think of a title for the bug story and then print the title at the top of the page. The final copy of the story can now be printed.

A picture of the bug can be drawn on the story page or on a separate page.



**Alternative Activity**

Your student could use a paint program on a computer to draw the bug shape and fill it in with patterns. Print the picture and add details with crayons or felt pens. A word-processing program could be used to revise and edit the story.

**Journal Writing (optional)**

Discuss a trip the student would like to take. Use the following script.

If you could go on a trip anywhere in the world, where would you go?

How would you travel there?

What sights would you see?

Write about the trip you would take.



When the journal page is complete, have it labelled with the student's full name and M7D13 before placing it in the Student Folder.



**Now would be a good time  
to have lunch.**

## Silent Reading

**Time recommended: 5–10 minutes**

### Materials

Reading Resources



Several books written by Eric Carle feature bugs and small creatures. The text in these books is repetitive, making reading easier for beginning readers. The bright collage-style illustrations and special sensory features, such as cutouts, textured illustrations, and sound effects, delight children. If you have located *The Very Hungry Caterpillar*, *The Very Busy Spider*, *The Grouchy Ladybug*, or *The Very Quiet Cricket*, your student may like to read them today.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 13.

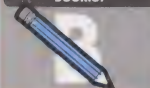
## Project Time

**Time recommended: 50 minutes**

### Project 1: Plant Observation

### Materials

Thematic Assignment Booklet



Ask the student to check the growth of the carrot/beet and potato plants begun on Day 5. These observations can be recorded in the form of an illustration on the Day 10: Observation Chart found in Thematic Assignment Booklet 7B.



## Project 2: Bug Model

Encourage your student to observe a variety of bugs under the magnifying glass to observe the features of each one. Your student can then make a model of a bug. If desired, your student could create a model of the bug from the story.

Have some “junk” materials on the table ready for your student to use in creating the model. These materials could include egg cartons, pipe cleaners, strips of light cardboard, beads, twist-ties, toothpicks, construction paper, foam containers, and so on.

Ask the student to look closely at the live creatures with the magnifying glass or take a close look at the bug pictures. Then discuss the things your student sees that could be included in the model.

What colour would you like your bug to be?

How many legs will it have?

Are the legs going to be straight or bent?

Will your bug have wings?

Will it have antennae?

Let your student decide which junk materials could be used to make the bug. Offer suggestions only if he or she has difficulty. Felt pens or paints could be used to colour the creature.



## Enrichment (optional)

Did your student enjoy the poem about the little worm's journey? Perhaps your student would like to make up a story about a journey taken by the model bug he or she created.

## Sharing Time

**Time recommended: flexible**



Your student could share the bug model as well as the story from Writer's Workshop with family members. After the family has enjoyed the story, place both the first draft and final copy of the story in the Student Folder. Make sure to label these drafts with the student's full name and M7D13.

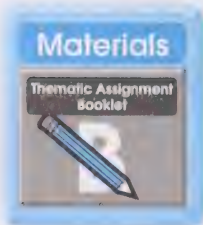
## Let's Look Back

**Time recommended: 10 minutes**

Discuss the throwing, jumping, and other movement activities from this module. Then, focus the student's thoughts on telling what kind of movement activity he or she enjoys the most.

What kind of movement activities do you most enjoy? (moving to music, exercising, running games, jumping, skipping, playing with balls, etc.)

If you have not already released the bugs you collected, take a stroll and have your student put the bugs back into the environment from which they were taken.



Turn to Thematic Assignment Booklet 7B and follow the directions to complete Day 13: Learning Log. Record your comments and the student's thoughts.

## Story Time

**Time recommended: flexible**



### Materials

Reading Resources



Your student may enjoy hearing an article from *Chickadee*, *Owl*, *Ranger Rick*, or another children's magazine. Perhaps there is a story about bugs or other tiny creatures that would relate to today's theme.

**Your journey to the  
world of bugs is over.**

**On Day 14 you will find  
out more about plants' needs.**



# The Needs of Plants

Do you remember the plant investigations that you began on Day 9? Today the plants from those experiments will be examined and conclusions will be drawn about the needs of plants. The story “Popcorn” by Liz Stenson will be revisited to reinforce your student’s understanding of what plants need to survive.

During Music and Movement activities, your student will continue to practise jumping activities. Today’s focus will be to add height and distance to the jumps.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Music and Movement

- cardboard to make “stepping stones” or a stick to draw them on the ground
- balloon or rag

### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 7B  
– Day 14: Verb Endings -ed and -ing
- “Popcorn” from *Collections: Under My Hood*
- audio or video recorder
- blank audiocassette tape
- *Collections Writing Dictionary*

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 14.

### Project Time

#### Project 1: Plant Observation

- Thematic Assignment Booklet 7B  
– Day 14: What Do Plants Need?
- plants used in experiments on Day 9

#### Project 2: Print Making

- paint and paint brushes
- small leaves
- potato or modelling clay
- knife

### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 14: Learning Log

### Story Time

- mutually chosen reading material
- audiocassette player (optional)
- “The Garden Song” or “Each of Us Is a Flower” from *10 Carrot Diamond*
- *Linnea’s Windowsill Garden* by Christina Bjork, *The Biggest Pumpkin Ever* by Steven Kroll, and *Inch by Inch: The Garden Song* by David Mallett (optional)

## Activities

### Calendar Time



## Calendar Time

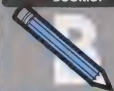
**Time recommended: 10 minutes**

Proceed with your individualized calendar routine, including drawing a weather symbol on today's date.



## Materials

Thematic Assignment Booklet



Your observations for the Learning Log will focus on your student's **learning in science**. You will be asked to provide feedback on your student's interest, observation skills, and ability to draw conclusions about scientific experiments.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print the words **left** and **right** on coloured index cards. Test your student's ability to recognize these words instantly.

If the student identifies these words without having to sound them out, place the cards in the personal word bank. Have the student select two new theme words to study. If your student cannot read them without hesitation, assist in learning about the words.

The word **left** can be sounded out phonetically.

The word **right** contains the word part **ight**. To help your student remember this common word part, write several words that rhyme with **right** on a piece of paper or a chalkboard.

**night      light      sight      bright      fight**

Ask the student to underline the **ight** and discuss the fact that the **i** has the long vowel sound in this word. Then, tell the student to read the words.



When you have finished studying the words, place them in the New Word Box. Remind your student to add any new words to the *Collections Writing Dictionary*.



## Activities

### Teaching Tip



It is important to periodically review all of the words in the New Word Box. When you have a few minutes between activities, remove the word cards and practise them. Older siblings or other family members can help the student with unknown words.

## Phonics and Printing

Today your student will review the verb endings **-ed** and **-ing**. Read the following sentences with your student:

A man and a girl went for a **walk**.

They **walked** to the park.

As they were **walking**, it started to rain.



Ask the student to find and point to the three forms of the verb **walk**. The student can now print the three words on a sheet of lined paper.

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 7B, and follow the directions to complete to Day 14: Verb Endings -ed and -ing. Read the directions and the example to your student and encourage independent work.

## Music and Movement

**Time recommended: 10–15 minutes**

The focus of today's jumping activities will be to add height to the jump and increase the distance being jumped.

### Warm-up

Repeat the warm-up from the Day 13 Music and Movement lesson, adding “jump straight up” as a command.



### Creek Step

To reduce the possibility of slipping, this game is best played outdoors. Make ten squares or circles on the ground like stepping stones across a creek. Your student is to step, hop, or jump from one end of the playing area to the other without stepping outside the circles or squares. You can make this game more challenging by adding obstacles to the course.

### Target Shot

Hang a balloon or rag from a basketball hoop, the ceiling, or in a doorway within a range where the student can jump up and touch it with some effort. On the word “go,” your student is to run to the target, jump up and try to touch it, and then run back to the starting point. You can time the student for a set period of time to see how many times the target can be hit.

## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Activity 1

Revisit the story “Popcorn” from the *Collections* reader *Under My Hood*. Turn to the story and ask the student to recall what this story is about.

Today your student is going to do a practised reading of this story for the teacher. Allow the student time to practise reading the story and provide support as required.

1. Turn on the cassette recorder and tell the teacher that this is a **practised** reading.
2. Have the student state his or her full name and the title of the story.
3. Ask the student to read through the book as independently as possible.
4. Turn off the cassette recorder.

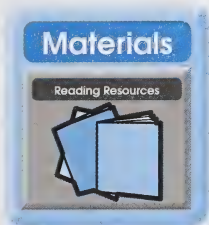
Label the tape with the student’s full name and M7D14 before placing it in the Student Folder.

#### Activity 2

Ask your student to read through the book one more time, taking note of all the things the little girl does to look after the popcorn seeds.

When the student has finished reading the story a second time, ask what the little girl did to make sure the seed grew.

Copy the following sentences onto strips of paper. Have the student fill in the blanks with words from the book.





In the spring, the little girl \_\_\_\_\_ (planted) \_\_\_\_\_ the seeds.

When summer sun warmed the ground, the little girl \_\_\_\_\_ (watered) \_\_\_\_\_ the plants.

In the fall, the little girl \_\_\_\_\_ (picked) \_\_\_\_\_ the vegetables.

When snow lay on the ground, the little girl \_\_\_\_\_ (ate) \_\_\_\_\_ the popcorn.

The student can glue these strips of paper onto a large sheet of paper and add illustrations for each sentence.

### Alternative Activity

A computer can be used to write the sentences. These sentences can be printed and cut apart. Use a drawing or painting program to make illustrations for the sentence strips.

### Enrichment (optional)

Your student may enjoy the song “10 Crunchy Carrots” from the audiocassette *10 Carrot Diamond*. Model how to hold up the correct number of fingers as the carrots are mentioned in the song.



## Journal Writing

Discuss your student's favourite plants or vegetables that could be planted in a garden.

What types of plants would you grow in your garden?

Which fruits and vegetables would you grow?

How would you look after your garden?

If you could plant a seed that would grow into a tree containing your favourite food, what kind of tree would it be? A spaghetti tree? An apple tree?

Allow the student time to write about his or her favourite garden items. When the writing is completed, label it with the student's full name and M7D14 before placing it in the Student Folder.



## What is on the menu for your lunch today?



### Silent Reading

**Time recommended: 5–10 minutes**

Try to have a variety of reading materials available for your student at this time. If the reading level of a book is too difficult for your student, the pictures and illustrations can still be enjoyed. The high-quality photographs in magazines, such as *National Geographic*, are enjoyed by many students even though the reading level is far beyond their ability.



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 14.

### Project Time

**Time recommended: 60–90 minutes**

The activities for today will focus on the needs of plants. Complete both projects.

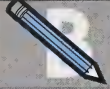
#### Project 1: Plant Observations

You need to gather the plants used in the experiments on Day 9 of this module.



## Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 7B and complete Day 14: What Do Plants Need? On this page, your student will need to draw pictures of the various plants set aside on Day 9. By this time, the plants should show signs of being deprived of the different needs.

Use the following script to guide the observation of the plants:

What do you notice about the plant that has been labelled "water, air, and light?"

Has it grown since Day 9?

Tell me what the plant looks like.

Draw a picture of it in the first box.

Look at the plant that is labelled "no water."

How is it different from the plant that has received water?

Look at the chart that shows the height of the plants.

Has this "no water" plant grown since Day 9?

Repeat these questions for the two remaining plants. When your student has finished orally describing and drawing the various plants, talk about a conclusion for these experiments. By observing the plants, the student should be able to conclude that a plant cannot grow well without water, air, or light. This conclusion can be written on the line at the bottom of the page.

Your student will also need to measure and record the height of each plant on the chart that was begun on Day 9 and posted in the learning area.

### Project 2: Print Making

A painting of a plant will be made using a **print** technique.

#### Materials

- paper
- paint
- small leaves gathered from outdoors or from houseplants
- potato or modelling clay for a stamp
- knife

Tell your student that a painting of a plant will be made for today's project. The leaves will be made from a print of a real leaf and other stamps and prints will be used to add details.

Have the student follow these steps:

1. Think about what the plant should look like. Will it have flowers? Does it have many leaves?
2. Draw or paint a stem on an unlined paper. The stem may branch out in several places.
3. Carefully paint a real leaf, turn it over, and press it gently on the paper beside the stem.
4. Add as many leaves as you like in the same manner.
5. Think about the things a plant needs to live (soil, air, water, and light). Use some of the following ideas to add details to your plant painting.

Details could be added by creating stamps. For example, to make a sun in the painting, either carve a sun shape from a potato that has been cut in half or shape modelling clay into a sun shape. Brush lightly with paint and press on the paper. Flowers and other details can be added in the same manner.

Fingerprints can also add details. Raindrops or soil could be made by pressing fingertips into the paint and then on the paper. Encourage your student to try other personal ideas as well.

## Materials

Student Folder



Label the back of the painting with the student's full name and M7D14. The painting could be displayed or added to the Student Folder for mailing on Day 18.

## Sharing Time

**Time recommended: flexible**

Family members may enjoy viewing the painting from Project Time. Your student could also explain the needs of plants to family members and talk about favourite plants.

## Let's Look Back

**Time recommended: 10 minutes**

Help your student to think back over the activities of the day. What does your student remember about the day? In talking about the day, you may want to ask the following questions:

What are the needs of plants?

How do you know that plants need these things?

If you were to plant a seed, what would you have to do to make sure the seed would grow?





## Day 14 • The Needs of Plants

### Materials

Thematic Assignment  
Booklet



Find and complete Day 14: Learning Log in Thematic Assignment Booklet 7B. Write down the student's comments. Then record your observations about your student's participation and knowledge about the science activities.

### Story Time

**Time recommended: flexible**

### Materials

Reading Resources



The books *Linnea's Windowsill Garden* by Christina Bjork, *The Biggest Pumpkin Ever* by Steven Kroll, or *Inch by Inch: The Garden Song* by David Mallett would reinforce today's topic.

Your student may also enjoy listening to or singing along with Charlotte Diamond's version of "The Garden Song" or "Each of Us Is a Flower" from the audiocassette *10 Carrot Diamond*.

### Materials

Audiocassette



**You have completed Day 14 of  
Under the Magnifying Glass!**

**On Day 15 you will be  
learning about the  
circle of life.**

# Going in Circles

Today's topic is the stages in the life cycle of a bean plant. Throughout the previous days of the module, your student has experienced first-hand the progression of life from the seed stage to the development of leaves. Today's Reading selection will allow the student to experience the remaining stages in this life cycle and to review the parts of plants.



This module's suggested culmination activity is a track and field meet organized by you and your student. The planning for that project will begin today. Previewing the track meet information on Day 18 of this module will help you prepare.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 283 and 284
- Thematic Assignment Booklet 7B  
– Day 15: The Bean Seed
- *Collections Writing Dictionary*

#### Silent Reading

- books, magazines, or other favourite reading material
- *Red Leaf, Yellow Leaf* by Lois Ehlert, *The Tiny Seed* by Eric Carle, *The Red Poppy* by Irmgard Lucht, and *The Magic School Bus Plants Seeds* by Joanna Cole (optional)

#### Math Time

- See Mathematics Module 7, Day 15.

#### Project Time

##### Project 1: Life-Cycle Circles

- Thematic Assignment Booklet 7B  
– Day 15: Life Cycles
- three paper plates or plate-sized circles cut from unlined paper
- clothing catalogues or magazines that can be cut

##### Project 2: The Story of a Bean's Life

- The Bean Seed booklet made in Language Arts this morning (optional)
- magnifying glass

#### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 15: Learning Log

#### Story Time

- mutually chosen reading material



## Activities

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your basic calendar procedure and your individualized calendar activities. Remember to include a current weather symbol on today's date.

## Focus for Today

## Materials

## Thematic Assignment Booklet



The Learning Log questions focus on your student's **speaking development**. Take note of how clearly your student reads The Bean Seed booklet and comment about the student's retelling of the story, ability to explain details, and ability to answer questions.

## Language Arts

**Time recommended: 35 minutes**

## Word Study

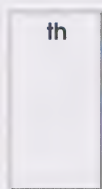
You will introduce two new sight words. Print the words **know** and **through** on coloured index cards. If the words are recognized immediately, they can be placed in the student's personal word bank. A theme word or other word of the student's choice can be learned instead. These personally chosen words are written on white index cards.

If the student has difficulty, explain that both of today's high-frequency words are difficult to sound out or decode phonetically. The word **know** has a silent **k** at the beginning. Write the word on a piece of paper or a chalkboard. Show that the letter **k** is silent by putting a line through it.

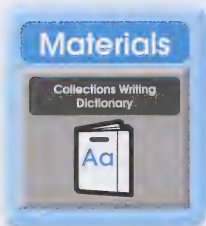
~~k~~now

Your student will be doing further work with the silent **k** in the Phonics lesson later today.

To study the word **through**, remind your student about the “th” sound.



Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.



The letters **ough** are making the “spooky oo” sound in this word.

Place today’s cards in the New Word Box for further practice. Also write the new words in the *Collections Writing Dictionary*.

## Phonics

Today’s Phonics lesson focuses on the letters **kn**. Print the letters **kn** on the chalkboard or a piece of paper. Have the student draw a dotted line through the **k** to show that it is a silent letter.

**kn**

Print the word **knock** underneath the **kn**. Knock on the table and say the word. Have your student do the same. Again, have the student draw a dotted line through the **k**. Ask what letter your student hears first in the word **knock**. Explain that when words begin with the letters **kn**, you only hear the sound of “n.”



Find page 283 in *Level A: Modern Curriculum Press Phonics*. Begin by reading the poem found at the top of the page together. Read the directions aloud and allow the student to complete the page.

Assign page 284 after you have read the directions to your student. Correct these pages when they are finished and then help the student make any necessary changes. Re-mark the pages in a different colour of pen. Have the student point to and read the **kn** words found on page 284.

## Printing

Ask your student to print the **kn** words found on page 284 on a sheet of lined paper. Remind him or her about the importance of copying carefully.

## Materials

Home Instructor's Manual



Refer to Points for Printers in the Appendix of the Home Instructor's Manual for helpful suggestions.

Label the completed phonics and printing pages with the student's full name and M7D15. Place them in the Student Folder.

## Materials

Student Folder



## Music and Movement

**Time recommended: 20–30 minutes**

Days 15 and 16 will focus on developing proper running techniques. (Remember to consider the physical abilities of your student.)

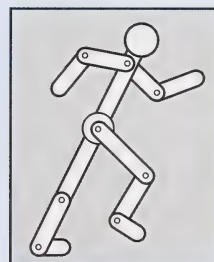
## Activities

Teaching Tip

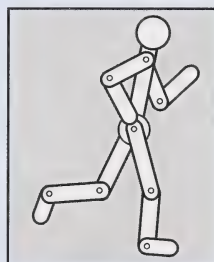


There are many things to remember while practising running skills. In order to achieve the best results, the body must be relaxed with the arms bent and swinging smoothly by the sides. The runner must stand tall and make sure the legs are extending fully. During a **sprint**, a short run where the runner moves as fast as possible, the runner must lean forward so that only the ball, or front, of the foot contacts the ground.

For long-distance running, the body is straight up and down and the runner lands on his or her heel and then rocks forward to the toe.



Sprint Form



Distance Running

## Warm-up

Ask your student to jog on the spot, first slowly and then with increasing speed. Follow this activity with some stretching.

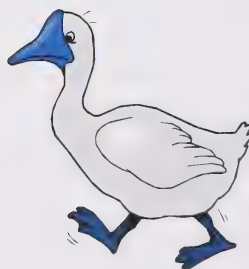


### Duck Duck Goose

If other family members or friends are available, you can play a game of Duck Duck Goose. Everyone sits on the floor in a circle. One person is “it” and walks around the outside of the circle, touching the tops of the players’ heads and saying “duck.” When “it” says “goose” while touching the top of one of the players’ heads, that player will stand up quickly and race around the outside of the circle and try to get back to the empty spot before the person who is “it” does.



If there are no other players available, the student can practise running a relay by running to a set of objects such as beanbags, picking one up, and then carrying it back to drop into a bucket. The activity can be timed, with the student trying to beat his or her previous time.



### Planning Ahead

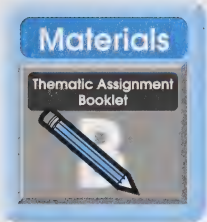
On the afternoon of Day 18, it is suggested that your student host a track and field meet for family and friends. In order to allow time to plan for this event, the student should contact people today to invite them to attend. If desired, your student can make an invitation for this event. Preview Day 18 of this module for further information.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Today's Reading selection, "The Bean Seed," can be found in Thematic Assignment Booklet 7B. Reading this selection will provide the student with a review of the parts of a plant and show how the cycle of life repeats. A plant begins as a seed and eventually becomes a seed again.



Remove Day 15: The Bean Seed from Thematic Assignment Booklet 7B and follow the directions found at the top of the page for making the booklet.

Read through the booklet with the student, providing help when necessary. Before giving assistance, allow ample time for the student to apply various reading strategies to difficult words.

When the reading is completed, discuss the pages of the booklet using the following script as a guide:

On page 2 what are you asked to do? Do this now.

On page 3 you will find the name of a plant part underlined. Read the underlined word to me.

Find this plant part and colour it.



Continue the discussion in this manner, asking the student to identify each plant part. If there is difficulty identifying the parts, ask your student to reread the page about the underlined plant part.

When all of the plant parts have been identified, ask the student to read the booklet to you once more. Discuss the following points:

What happened after the leaves formed on the plant?

What do you notice about the first and last page of the book you made?

If there was page 9 of this book, what do you think it would say? What about page 10?

Lead your student to the conclusion that page 9 would be identical to page 3 and so on. Your discussion should lead to the fact that this book could go on forever just like the life of a bean!

### Journal Writing

To help your student focus on a bean's life cycle, use the script below. Let the student make a prediction—do not help with the answer.

You have watched your bean seed grow into a bean plant.

What do you think will happen to your plant next?



Ask your student to write and illustrate what will happen next. When the page is complete, have it read back to you. Label the back of the writing page with the student's full name and M7D15 and place it in the Student Folder.

**This would be a good  
time to take a lunch break.**



## Silent Reading

**Time recommended: 5–10 minutes**

Some books from the Additional Resources list that deal with life cycles are

- *Red Leaf, Yellow Leaf* by Lois Ehlert
- *The Tiny Seed* by Eric Carle
- *The Red Poppy* by Irmgard Lucht
- *The Magic School Bus Plants Seeds* by Joanna Cole

Your local librarian could have additional or alternative suggestions.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 15.

$$2 + 2 = 4$$

## Project Time

**Time recommended: 60 minutes**

### Project 1: Life-Cycle Circles

#### Materials

Thematic Assignment Booklet



Remove the pages from Thematic Assignment Booklet 7B called Life Cycles. Have your student cut out the first set of pictures showing four stages of a bean's life cycle. The student can place the four pictures in the correct order.

Next, have the student cut out the pictures showing four stages of a grasshopper's life cycle. Have your student place these four pictures in the correct order.

Ask the student to tell you about the growth stages of a bean seed and a grasshopper once more. Explain that these growth stages show a bean's life cycle and a grasshopper's life cycle. Continue with the following questions:



Why do you think the pictures on the cards show a **life cycle**?

(The pictures show the stages of a bean plant's life and then start back at the beginning when the bean is a seed again.)

What do you notice about the bean in each part of the life cycle?

(It looks very different in each stage.)

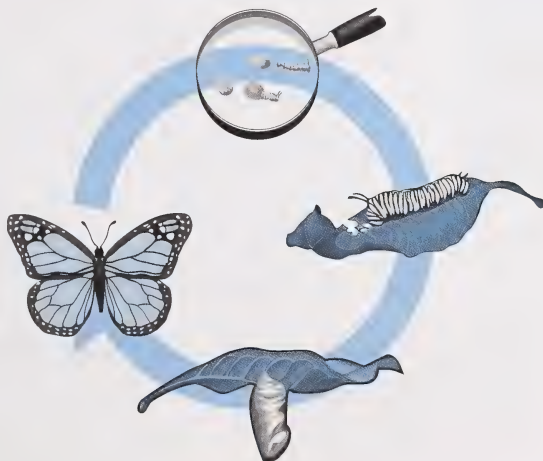
The other pictures show the life cycle of a grasshopper.

Mix up the pictures of the bean's life cycle and put them in one pile. Then mix up the pictures of the grasshopper's life cycle and put them in a separate pile.



Give your student a paper plate or piece of paper cut into a circle, some glue, and the pictures of the bean's life cycle. To show that the life cycle goes around and comes back to the beginning, tell the student that the pictures will be glued onto a round object. Suggest that all of the pictures be placed on the plate before deciding where to glue them. When the pictures are glued on, the plate will look like the one above.

Have your student follow the same procedure for the cut-out pictures showing the life cycle of a grasshopper.



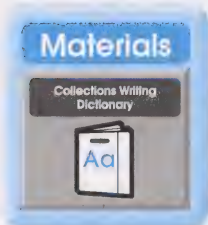


Ask your student to use the third plate or a round piece of paper to show the life cycle of a person. Take out a clothing catalogue or old magazine and ask the student to cut out several pictures showing three or four stages of growth in a human's life, from baby to adult. Ask your student to label each picture with a word that describes that particular stage, for example, baby, child, teenager, mom, dad.



### Project 2: The Story of a Bean's Life

Have your student write a short description of a bean's life cycle. For example, your student could pretend to be a bean telling its life story. Refer back to the booklet made this morning to ensure all of the different stages are included.



Encourage your student to draw and write independently, and to use his or her *Collections Writing Dictionary*. Give help as needed. If your student is showing signs of fatigue, offer to print some of the story while he or she dictates it to you.

### Sharing Time

**Time recommended: flexible**

Your student can show and explain the life-cycle circles made during Project Time.

## Let's Look Back

**Time recommended: 10 minutes**

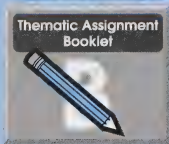
As you talk about the day's activities together, ask the following questions in order to learn more about your student's speaking development:

Do you enjoy telling about your work during Sharing Time? Why or why not?

Tell your teacher what kinds of speaking you like the best.

(reading orally, talking on the phone, recordings, discussions)

### Materials



Record your student's comments on the Day 15: Learning Log found in Thematic Assignment Booklet 7B. Then fill out the checklist and add your own comments and questions.

## Story Time

**Time recommended: flexible**

Does your student have a favourite book or favourite author from this module's resources? Perhaps it is time to let your student revisit some of the stories that were enjoyed earlier in the module.

**Did you know that  
plants help people?**

**Find out more on Day 16!**

# Plants! Who Needs Them?

Does your student realize how many human needs are satisfied by plants? Today your student will explore how plants are useful.



Information about the uses of plants will be gathered today. The student will think of plant products that help to meet needs, read a non-fiction book, play a game with plant and plant-product cards, and talk to family members about plant uses. Today, your student will also prepare a chart in preparation for writing a report on Day 17.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 285–287
- sand or rice in a small box (optional)
- Thematic Assignment Booklet 7B
  - Day 10: Observation Chart
  - Day 16: Spelling Post-Test
- carrot, beet, and/or potato plants from Day 5
- Experiment Checklist from Day 2
- pictures of fruit trees in seed catalogue or other source (optional)
- popcorn
- small branch from a tree
- needle and thread

### Music and Movement

- skipping rope

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 16.

### Project Time

#### Project 1: Concentration

- Thematic Assignment Booklet 7B
  - Day 16: Plant and Plant-Product Cards

#### Project 2: Uses of Plants Chart

- chart from today's Writer's Workshop
- computer (optional)

### Let's Look Back

- Thematic Assignment Booklet 7B
  - Day 16: Learning Log

### Story Time

- mutually chosen reading material
- *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry, or *Rain Forest* by Helen Cowcher (optional)

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time activities, including a drawing of a weather symbol on today's date. For further suggestions, refer to the Calendar Time Teaching Notes found in the Calendar Package.

## Focus for Today

## Materials

Thematic Assignment Booklet



Today's focus will be on your student's **ability to gather information and record that information into categories**. Preview today's Learning Log in Thematic Assignment Booklet 7B.

## Language Arts

**Time recommended: 35 minutes**

### Spelling

To assess your student's ability to spell the six spelling words, take down the charts containing the words and do not review the words before the test. Testing in this manner will give a better indication of the student's spelling skills.

Turn to Thematic Assignment Booklet 7B and follow these directions to do the Day 16: Spelling Post-Test:

**Step 1:** Say the word clearly, but in a normal manner.

**Step 2:** Say a sentence that contains the word, preferably not at the beginning of the sentence to avoid the need for a capital letter.

**Step 3:** Repeat the word.

The words for the test are **on, by, are, my, were, and or**.









## Materials

Thematic Assignment Booklet



## Phonics

The digraphs **th**, **sh**, **ch**, **wh**, and **ph** will be reviewed today. Have the student make the sounds and say the key words associated with the sounds. The actions can be performed as the sound is said.

th	<u>think</u> 	Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.	
sh	<u>sh-h</u> (hospital sound) 	Place your index finger in front of your lips, and make the "sh-h" sound as you would when asking for quiet.	
ch	<u>choo-choo</u> 	Clench your fists and rotate your arms to indicate the wheels of a train.	
wh	<u>whistle</u> 	Purse your lips as you would to whistle. Then say the word <b>whistle</b> .	
ph	<u>phone</u> 	With your three middle fingers tucked in and your thumb and baby finger extended, hold your hand to your mouth and ear.	

Your student will review these consonant combinations and the "kn" sound by completing pages 285, 286, and 287 in *Level A: Modern Curriculum Press Phonics*. When finished, correct the pages and then assist the student to make the necessary corrections. Re-mark the pages in a different colour of pen.

Print the student's full name and M7D16 at the top of each page before placing them in the Student Folder.





### Printing

Today your student can print words in sand or rice that has been placed into a small container. Another fun idea is to have the student practise writing in pudding on a piece of paper. The feel of the pudding when writing helps to reinforce the shape of the letters.

The student can practise printing the six words from page 287 in the phonics book. Even though your student is practising printing without paper and pencil, letters should still be formed properly. Allow some time for play after the printing has been practised.

If you aren't able to do one of the printing activities, your student can practise printing these words on paper.

### Music and Movement

**Time recommended: 10–15 minutes**

Begin today's Music and Movement with the following warm-up activity:

- Run to a skipping rope.
- Skip three times.
- Run to a wall.
- Jump up to touch an imaginary spot on the wall.
- Return to the beginning.



Have the student practise the running positions from yesterday by running some short races. Measure a distance of 35 m and have your student jog the distance, keeping his or her knees up high and ensuring that his or her arms do not cross the centre of the body. The arms should move back and forth along the sides of the body.

Your student can practise sprinting by running 35 m as fast as possible. If desired, this race can be timed and the results can be recorded. Sprint races can be started with the commands “On your mark. Set. Go.”

Playing tag is also a good way to develop running skills. There are a variety of tag games the student can play if other family members are available. The variations of tag can include the following:

- **chain tag:** When the person who is “it” catches someone, they link arms to make a chain and continue to chase after the other players until everyone is caught.



- **partner tag:** One player chases his or her partner until caught. The new person who is “it” does 5 hops on one foot (or other action) and then chases his or her partner.
- **frozen tag:** When the person who is “it” catches another player, the caught player is frozen and must stand still with his or her arms outstretched until another player runs under his or her arms to “unfreeze” him or her.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Today's Reading selection is a poem about popcorn popping on an apricot tree. The author uses imagination when comparing the blossoms of a tree to popcorn popping. Begin by asking your student about the different fruits that grow on trees.



What kind of fruit grows on trees?

Today you are going to read a poem out loud to me.

Can you figure out what is really growing on the apricot tree?

Ask your student to read the poem out loud to you. Provide assistance where necessary.

### == Popcorn Poppin' on the Apricot Tree ==

I looked out the window and what did I see?  
Popcorn poppin' on the apricot tree.  
Spring has brought me such a nice surprise  
Popcorn poppin' right before my eyes.  
I could take an armful and make a treat,  
A popcorn ball that would smell so sweet.  
It wasn't really so, but it seemed to be  
Popcorn poppin' on the apricot tree.

Anonymous



Discuss the poem with your student using the following questions:

What did the author imagine was growing on the apricot tree?

What was happening to the popcorn?

Do you think this could really happen?

Why do you think the author imagined popcorn popping on an apricot tree?

(The blossoms on the tree look like popcorn.)

Do you know what this popcorn really is?

(When fruit trees are in the flowering stage, they are covered with fluffy blossoms.)

If possible, look at books containing pictures of fruit trees in bloom. Seed catalogues are very useful. When you have looked at these items, continue with the following activity.

### Activity: Making a Tree Bloom

Your student will create a tree in bloom.

#### Materials

- tree branch
- bowl of popcorn (popped)
- needle
- thread



#### Procedure

**Step 1:** Thread the needle and tie a knot at the end.

**Step 2:** Show the student how to string 5 or 6 pieces of popcorn into a bundle to create a blossom.

**Step 3:** Tie this blossom tightly onto the tree branch.

**Step 4:** Repeat Steps 1 to 3 several times until the branch has several blossoms on it.

**Step 5:** Your student can read the poem again while holding the branch.

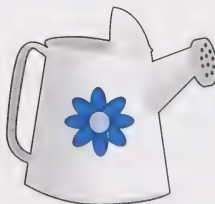


### Writer's Workshop

#### Activity 1: Plant Observation

Your student can check the growth of the carrot/beet and potato plants from Day 5. Drawings of the plants can be recorded on the Day 10: Observation Chart.

Your student must also water the plants as needed and trace the **W** on the Experiment Checklist from Day 2 of this module.



#### Activity 2: Plant Use Report

Begin the preparation for research into plant uses by using the following script:

What are a plant's needs?

(air, light, water, soil)

What are your needs?

(water, air, food, shelter, clothing, love)

Which needs do you have in common with plants?

Take out a sheet of unlined paper and write the title **Uses of Plants** at the top. Divide the page into four columns. Label the tops of the columns with the headings **food**, **shelter**, **clothing**, and **other uses**.

Uses of Plants			
food	shelter	clothing	other uses

Think of plant products that help to meet the needs written on the chart.

The first column says **food**.

Can you think of some food products that we get from plants?

As the student thinks of plants or plant parts that are used for food, write the names on the chart.

The remaining portion of the chart will be completed later today.

**What a busy morning!**

**Is it time for lunch now?**



### Silent Reading

**Time recommended: 5–10 minutes**

Take some time to enjoy a good book.

### Math Time

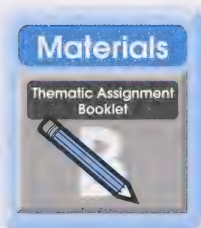
**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 16.

### Project Time

**Time recommended: 60–90 minutes**

#### Project 1: Concentration



Find the page titled Day 16: Plant and Plant-Product Cards found in Thematic Assignment Booklet 7B.

**Step 1:** Before cutting the cards apart, ask the student how the pictures are related. Discuss that each of the **plant** cards has a corresponding **product** card.

**Step 2:** Have your student mix up the pictures and then sort them into plant and product pairs.

**Step 3:** Use the pictures to play a game of Concentration. You may refer to Day 4 of this module for instructions on how to play this game.

#### Project 2: Uses of Plants Chart

Take out the chart that was begun in Writer's Workshop earlier today. Discuss the meaning of the headings **shelter**, **clothing**, and **other uses**. Ask for ideas of products for the remaining columns and have the student add them in the correct place. Refer to the product cards from the previous activity. Are there any that you do not yet have on the chart? They could be added as well.

Use any additional sources of information you can find. Your student can ask family members for ideas or you could try using a computer encyclopedia program using the key words *plant products*.

This information will be used to prepare a short report on Day 17.

### Sharing Time

**Time recommended: flexible**

Your student can show the tree blossoms that he or she made from popcorn today. Another suggestion would be to play a game of Concentration with a family member using the Plant and Plant-Product Cards.

### Let's Look Back

**Time recommended: 10 minutes**

Discuss the day's activities with your student. Ask which activities were enjoyed and which were more difficult.

You can use the following questions to find out more about your student's information-gathering skills:

How did you find out about plant products today?

How did you decide which column to put the products in?

What was the hardest thing about making the chart?

Do you like reading non-fiction books about plants?



### Materials

Thematic Assignment  
Booklet



Complete today's Learning Log in Thematic Assignment Booklet 7B. Include any comments your student has about gathering and categorizing information.

## Story Time

**Time recommended: flexible**

### Materials

Reading Resources



Books on rain forests, such as *The Great Kapok Tree: A Tale of the Amazon Rain Forest* or *Rain Forest*, may help your student understand some other uses of plants.



**Plants help us in many ways.**

**On Day 17 you will learn about ways of taking care of the world so that it will be a good place for all plants and animals to live.**



# Looking After the World



Your student has learned about caring for plants and small creatures during this module. Today's focus will be on the world as a whole and how your student can help keep Earth a beautiful place.

In Language Arts your student will discuss environmental concerns and begin to act on some simple conservation practices. If your family already recycles, reuses, and reduces waste, you can reinforce those routines.

In Project Time a "green" painting project is planned.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes
- Thematic Assignment Booklet 7B
  - Day 17: Word Recognition Test
  - Day 17: Printing Words with Endings -lk, -nk, -ng, and -ck
- Uses of Plants chart from Day 16
- computer (optional)

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 7, Day 17.

#### Project Time

##### Project 1: Looking After Our World

- gloves (optional)
- garbage bags (optional)
- rake or hoe (optional)
- flower seeds or plants (optional)

##### Project 2: Painting a Picture

- paint
- various sizes of paint brushes
- newspaper
- paint shirt
- containers for paint and water

#### Let's Look Back

- Thematic Assignment Booklet 7B
  - Day 17: Learning Log

#### Story Time

- mutually chosen reading material
- *The Lorax* by Dr. Seuss or *Miss Rumphius* by Barbara Cooney (optional)

## Activities

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

As this module nears completion, check back on the calendar and discuss the weather symbol noted on each calendar date. Review some of the month's events as well. If you have noted signs of spring or other seasonal information, discuss that information with your student. Ask questions that require the student to read and refer to dates and duration of time, such as the following:

On what date did (seasonal or family event) take place?

On what day of the week did (seasonal or family event) happen?

How many weeks ago did we begin this module?

How many days is it since the first day of spring? (or other seasonal date)

Also complete your routine Calendar Time activities, including adding a weather symbol that represents current weather conditions.

## Focus for Today

## Materials

## Thematic Assignment Booklet



Today the focus for the Learning Log is on your student's **developing skills in art**. You will want to take note of your student's ability to handle brushes and paints, enjoyment of painting, willingness to clean up, and other skills related to art.



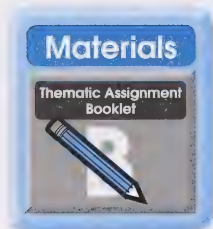
### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Today your student will be tested on the recognition of the words in the personal word bank and New Word Box.

Empty the word boxes and sort the cards into two piles, one pile with the high-frequency words on coloured cards and one pile with the special-interest words on white cards.



Turn to Thematic Assignment Booklet 7B and complete Day 17: Word Recognition Test. Show your student the high-frequency words one at a time. Check each word the student immediately recognizes. Testing will be easier if you arrange the cards in the same order as the words on the test sheet. Repeat the process with theme-related or special-interest words.

Words that need more work are placed back in the New Word Box for further practice.

Place the word cards your student has mastered on rings. White cards are put on one ring and coloured cards on another ring. Review the word cards on these rings occasionally, particularly the high-frequency words.

#### Phonics and Printing

Today your student will concentrate on the word endings **-ck**, **-nk**, **-ng**, and **-lk**.

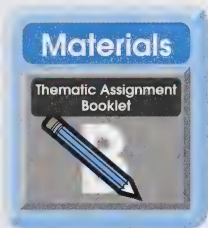
Use the following script as a guide to your discussion:

You will be listening for ending sounds today.

Say the word **bank**.

What two letters make the sound at the end of **bank**?

Repeat these steps with the words **milk**, **duck**, and **sang**.



Turn to Day 17: Printing Words with Endings -lk, -nk, -ng, and -ck in Thematic Assignment Booklet 7B. Read the following words one at a time and have your student print them under the correct heading. Encourage the student to sound out the words independently. Remind your student that a “k” sound at the end of a word may be spelled **ck**.

silk	hang	truck	pick	bunk
tank	sulk	sink	king	rock
sock	pink	lock	bang	kick

## Music and Movement

**Time recommended: 10–15 minutes**

Today you and the student will review the throwing, running, and jumping skills from the previous lessons. Refer to the throwing lesson on Day 4, the jumping lesson on Day 10, and the running lesson on Day 15 of this module.

Your student can choose favourite games from the previous days’ lessons, such as the following:

- throwing – Day 4
- target throw – Day 5
- bird in a cage – Day 6
- beanbag target – Day 8
- jumping – Day 10
- creek jump – Day 13
- creek step – Day 14
- target shot – Day 14
- running – Day 15
- duck duck goose – Day 15
- tag games – Day 16



### Reminder

Has your student invited family members or friends to take part in the track meet tomorrow? If not, this needs to be done today. Look ahead to Day 18 to check on preparations for the track meet.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Today's topic deals with environmental concerns. One way to ensure that the world continues to be a wonderful place is to protect living things. The reading selection today is a poem called "Hurt No Living Thing" by Christina G. Rossetti. Guide the discussion using the following script:

Tell me how you handled the bugs you observed earlier in this module.

After you had finished observing the bugs, what did you do?

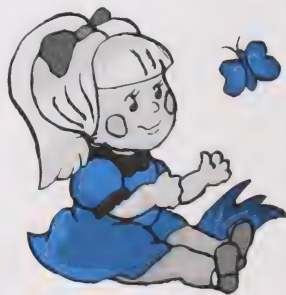
(released them into their original environment)

Why was it important to release the bugs into their environment?

(Bugs are living things and should be treated with respect and care.)

Read the title of the poem to the student or have him or her read it to you. Ask your student to predict what this poem will be about.

Explain that this poem was written many years ago and the author uses some words that are not commonly used today. For this reason, read this poem aloud to your student.





## Hurt No Living Thing

Hurt no living thing;  
Ladybird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

Christina G. Rossetti



Reread the poem three or four times, depending on the student's interest. During the first rereading, encourage the student to join in. On subsequent readings, your voice becomes softer as your student becomes more confident. If the student encounters difficulty, your voice carries the reading. Then, continue with the following questions:

What types of living things has the author written about?

Can you find the name of each living thing the author writes about?

Do you know what a ladybird is? (a ladybug)

If you were to write a poem called "Hurt No Living Thing," what are some of the living things you would include in your poem?

Discuss ways to take care of the world and make it look more attractive.

What things do you think make the outdoors look nice?

What things make the outdoors look ugly or unattractive?

Can people do anything to help make the world a better place to live?

What are some things you can do to keep the world beautiful? (pick up garbage; reduce, reuse, and recycle; plant trees and flowers)

Discuss the 3 R's.

The first **R** stands for **reduce**. List some ways you can reduce the amount of garbage you throw out. Some examples are to buy food in bulk (or larger quantities) to avoid buying items that are individually packaged, and to buy items that are packaged in recyclable containers.

The second **R** stands for **reuse**. List some ways to reuse items that normally would be thrown into the trash. Examples include reusing plastic containers like those that contain yogurt or sour cream and saving toilet-paper and paper-towel rolls for making crafts.

The third **R** stands for **recycle**. List some things that are collected at the recycling depot in your community.



### Writer's Workshop

Your student will write a short report about the plant products using the information that was gathered on Day 16.

Take out the Uses of Plants chart. Read the chart to review the material with your student.

Take out five pages of unlined paper. The first page will be a cover page for the report. Ask the student to write the title, the word **by**, and his or her full name on the cover. Remind your student about the use of capital letters in titles and at the beginning of names. An illustration for the cover page could also be drawn.

Each of the remaining four pages will be used to describe one column of the chart. Encourage your student to summarize the data and then write a complete sentence about it. Provide support, as this skill could be difficult for a beginning writer. Ask the student to draw an illustration to go with each sentence.

The first page could look like the following:



Complete pages for **clothing**, **shelter**, and **other uses** in the same manner. Provide help as needed.

When the pages are complete, help your student check them for punctuation and spelling. If there was not sufficient time to do all four pages, they could be finished on Day 18.



### Materials

Student Folder



When the report is complete, staple the pages together on the left side. Write the student's full name and M7D17 on the back of the booklet and then place it in the Student Folder.

### Enrichment (optional)

The following outline is for your student to create his or her own version of the poem "Hurt No Living Thing" using modern language.

On a sheet of lined paper, write the title "Please Don't Hurt Living Things." Then copy the following sentences. Guide your student to choose appropriate words to fill in the blanks. You could use the dialogue in the following Alternative Activity to help you.

### Please Don't Hurt Living Things

Watch out for \_\_\_\_\_ and \_\_\_\_\_,

\_\_\_\_\_ with dusty wings,

\_\_\_\_\_ chirping cheerily

\_\_\_\_\_ that lightly leap,

Dancing \_\_\_\_\_ and \_\_\_\_\_ fat,

And harmless \_\_\_\_\_ that creep.



**Alternative Activity**

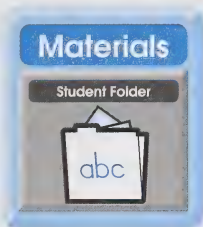
If desired, the sentences could be typed using a computer, copied, and then printed for your student to use. Show these computer functions to your student as you use them.

Continue with the following dialogue:

On the first two blanks, print the names of two living things you would like to protect.

Can you think of a living thing that may have dusty wings? Print it on the next line.

Continue in this manner until the student has completed filling in the blanks. Your student can now read the poem aloud to you. Label this poem with the student's full name and M7D17 and place it into the Student Folder.



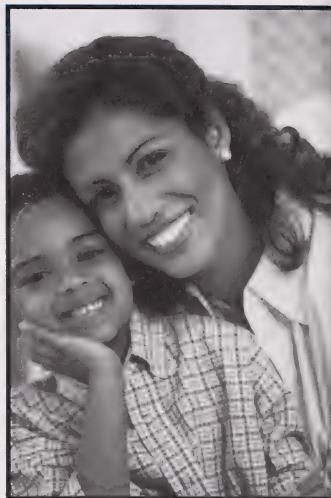
The Internet has many sites with environmental information and projects for kids that can be accessed using the search words *environment projects for kids*. The following website is an excellent source of environmental information in a “kid-friendly” format.

<http://www.epa.gov/kids/index.htm>

## Silent Reading

**Time recommended: 5–10 minutes**

Take time to read quietly as the student reads. Later, discuss what each of you has read. Ask your student which types of reading materials from this module were enjoyed the most. Discuss your preferences as well.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 17.

## Project Time

**Time recommended: 50 minutes**

### Project 1: Looking After Our World

For the first part of Project Time, the student can choose one of the following three options to help make the world a more beautiful place. Use the following question to begin the activity:

What can you do to make the world look better? (pick up garbage, plant trees, plant seeds)

Choose at least one of the following options to complete with your student.

#### Option 1

If the 3 R's of **reduce**, **reuse**, and **recycle** are not regularly practised in your home, you and your student could decide to put on gloves and sort through your garbage for items that can be reused or recycled.



### Option 2

Take a walk outside to look for ways to make the world more beautiful. Take along a garbage bag and a pair of gloves for each of you to pick up the garbage you may find. You could also choose a nearby park or other public place to clean up.

### Option 3

If it is spring or summer, plant some flower seeds. If it is not the right time of year for this activity, start a flower garden indoors by planting some seeds in containers.

If you purchased a plant on the greenhouse field trip, it could be transplanted outdoors if the season permits.



### Project 2: Painting a Picture

In preparation for the picture the student will be painting, many different shades of green will be created.

Review that the two primary colours yellow and blue make green when mixed together. Have your student mix varying amounts of these two colours to create different shades of green.

Create various tints and shades of green by adding white or black to the different mixed colours. Allow time for your student to experiment with variations of green.

Ask your student the following questions in preparation for painting a picture of outdoor scenery:

What do you think is the most beautiful thing to see outdoors?

You are going to paint a picture of an outdoor scene in the spring or summer.

What will you include in your picture?



Before beginning to paint, discuss a plan for the picture. Encourage the student to include as many shades and tints of green as possible in the painting. Provide an assortment of other colours as well.

After the painting dries, label the back of it with the student's full name and M7D17 and place it in the Student Folder. If the student would like to talk about his or her painting during Sharing Time, place it in the Student Folder later.

### Sharing Time

**Time recommended: flexible**

Your student may want to discuss ways to reduce, recycle, and reuse to cut down on waste. Family members may have some good suggestions for a family conservation project or beautification project.

If the report on plant uses has been completed, it could be read or the "green" painting may be talked about. Invite questions and comments from family members.

### Let's Look Back

**Time recommended: 10 minutes**

Review the day's events with the student. Ask him or her to tell you some ways that your family can reduce, recycle, or reuse.

**Materials**Thematic Assignment  
Booklet

When you are ready to record your observations and comments, take out the Day 17: Learning Log from Thematic Assignment Booklet 7B and fill out the checklist and comments sections. Include any comments your student may have about painting and mixing colours.

**Story Time****Time recommended: flexible****Materials**

Reading Resources



There are many wonderful books on the topic of environmental awareness, that may be available at your local library. Dr. Seuss's book *The Lorax* is one you and your student may enjoy. Another option would be to read or reread *Miss Rumphius* by Barbara Cooney, a story about a lady who succeeds in making the world more beautiful.

**On Day 18 you will  
have a track meet.**

**Have you invited family  
or friends to participate?**





# Outdoor Fun

Today's focus will be on the culminating activity, a track meet. The outlined track and field events will make use of the movement skills your student has practised throughout Module 7.

The morning schedule will allow time to prepare and set up for the afternoon's events. Hopefully, friends or family members are able to join your student in today's outdoor fun.



Involving the student in the preparation of this event is a good way to develop organizational skills. A checklist has been provided to help you and your student get ready for the activity.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed
- Thematic Assignment Booklet 7B  
– Day 18: Weather Graph

### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 288 and 289
- “My Bean Seed” booklet, if it has not been completed
- “Uses of Plants” report, if it has not been completed

### Music and Movement

- Thematic Assignment Booklet 7B  
– Day 18: Checklist for Track and Field Meet

- juice and snack items (optional)

- tape measure

- balls

- broom handles or hockey sticks

- bucket

- balloon

- pegs or markers for ball throw

- computer (optional)

### Math Time

- See Mathematics Module 7, Day 18.

### Let's Look Back

- Thematic Assignment Booklet 7B  
– Day 18: Learning Log  
– Day 18: Student Folder Items

### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your calendar routine. Reflect on the skills that have been practised this month. Are there activities outlined in the Calendar Package that your student has not mastered? Note those skills and concepts and set goals for Module 8.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 7B and complete Day 18: Weather Graph. Use the weather symbol information recorded on each calendar date for this module to complete the graph.

## Focus for Today

## Materials

Thematic Assignment Booklet



The Learning Log comments will describe your student's **attitude**, **work habits**, and **effort** in this module. You will comment on accomplishments and note any difficulties that were encountered.

Preview Day 18: Learning Log found in Thematic Assignment Booklet 7B prior to beginning the day.

## Language Arts

**Time recommended: 35 minutes**

### Phonics

Word endings **-ing** and **-ed** and the digraphs **th**, **ch**, and **sh** will be reviewed today. Locate page 288 in *Level A: Modern Curriculum Press Phonics*, read the instructions, and assign the activity. Encourage the student to complete the page independently, but help as needed.

On page 289 help your student read the story and fill in the missing words to finish the sentences.

## Materials

Phonics Book





**Materials**

Student Folder

abc

Mark the pages and have your student make any necessary corrections. Re-mark the pages in a different colour of pen. Label the pages with your student's full name and M7D18 and add them to the Student Folder.

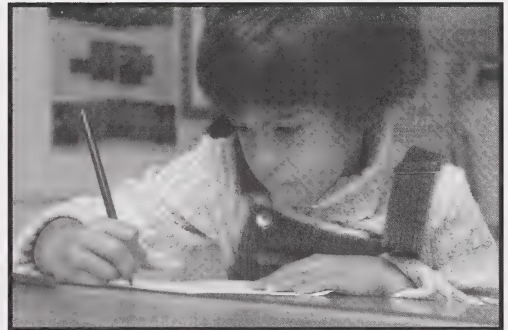
**Enrichment (optional)**

Have your student use page 290 of *Level A: Modern Curriculum Press Phonics* to write a story about a funny experience.

**Music and Movement**

**Time recommended: 90 minutes**

The remaining time this morning will be spent preparing for today's track meet. Your student will need help to prepare a schedule of events, discuss the rules, organize the participants, lay out the track meet, and set up the materials for the activities. If time permits, certificates of participation or thank-you notes can also be made.

**Alternative Activity**

If it is not possible for family and friends to take part, do a track meet with favourite stuffed toys as the other participants or the student can compete against you. Adapt the activities as necessary.

Consider the fitness level and ability of your student and the other participants when planning events. The suggested events are appropriate for a six-year-old child with the understanding that children have a variety of fitness and ability levels. Your choices must ensure success and encourage future endeavours that will enhance physical well-being. A point system for skill level could be developed if you wish.

### Materials

Thematic Assignment  
Booklet



Use the Day 18: Checklist for Track and Field Meet from Thematic Assignment Booklet 7B to check off each of the following steps as it is completed.

### Preparing for the Track Meet

1. Depending on the number and ages of participants, you and your student could split the participants into groups. Some possible groupings and suggestions for the meet include the following:
  - Adults and children compete separately.
  - Use adult and child partnerships. The adult must run, throw, jump, etc., while holding the child's hand or performing events at the same time.
  - Everyone competes together, but the adults and older children are given a handicap. For example, adults might hop instead of run for races, use their non-dominant hand when throwing for distance, close their eyes when throwing at a target, or jump backwards for standing long jump.



If a point system is going to be used, decide how the points will be awarded and who will record them.

2. Make a schedule of events. With the student, choose from the following suggested events or use other appropriate activities. Adapt the events as necessary to suit the ages of the participants.

### Suggested Events

- 35-m or 50-m sprint
- 400-m distance run
- standing long jump
- running and jumping obstacle course approximately 20 m in distance containing five obstacles no higher or wider than 5 cm
- ball throw for distance
- underhand throw into a tub 3 m away
- overhand throw at a target 5 m away

### Sample Schedule

#### 1:00–1:45

- race (long distance)
- overhand target throw
- standing long jump
- ball throw

#### 1:45–2:00

- nutrition break

#### 2:00–2:30

- sprint
- underhand bucket toss
- obstacle course

#### 2:30–2:45

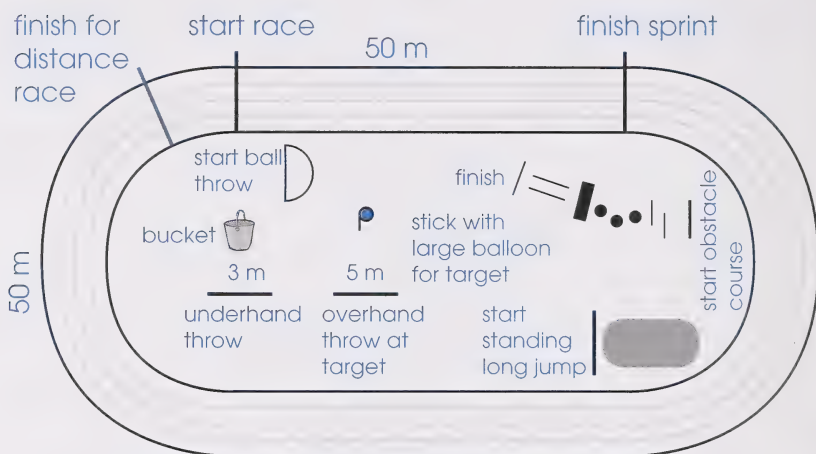
- end-of-day ceremony (This is when your student would hand out certificates or cards or announce points if a point system was devised.)





3. Prepare juice and a snack for a second nutrition break. Be sure to have water accessible to the participants while involved in the track meet, especially if it is a warm day.
4. Set up events. A sample map has been provided below but adapt it to suit your own space and materials. For example, the distance race could be twice around the perimeter of your yard.

## Sample Map



Distance run - twice around track - 400 m

5. Use a list of participants to make certificates or thank-you notes if time permits.
  - Write a sample note or certificate on the chalkboard or a paper to be copied by the student.
  - Have the student prepare the required number of notes or certificates.

## Alternative Activity

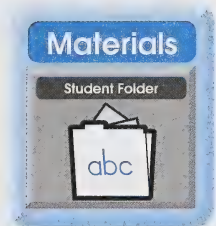
If your student has access to a computer, demonstrate how to make a card or a certificate. Once the card or certificate has been completed, show how to use the **copy** and **paste** functions to create several copies. The name of the participant can be added to each card so that it is personalized.

## Writer's Workshop

If your student has not yet completed the booklet *My Bean Seed*, do that now.

If your student has not yet completed the report on plant usage from Writer's Workshop on Day 17, complete it as well.

Label both projects with the student's full name and M7D18 and place them in the Student Folder for mailing later today.



## Is it time for lunch now?

## Track Meet

Proceed with the track meet activities you have planned.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 18.

Mathematics Assignment Booklet 7B and all other required activities are to be submitted to the teacher today.

### Let's Look Back

**Time recommended: 10 minutes**

Help your student review the day's activities by asking some of the following questions:

Is there something special that you have learned that you want to tell me about? I will write what you say in the Learning Log.

Do you think your writing is improving? How?

As you gather the other material for mailing, continue to discuss some of the things your student has learned and enjoyed in this module.

What did you learn about living things?

Which experiments did you like best?

What was the most difficult thing you did in this module?

Were you good at caring for plants?

What was your favourite part of today's track meet?



Turn to Thematic Assignment Booklet 7B and complete Day 18: Learning Log. Record your student's comments about the track meet.

Use the Day 18: Student Folder Items checklist to be sure you have included all the items that need to be sent. Check that all items are clearly labelled.



## Story Time

**Time recommended: flexible**

After a busy and active day, enjoy a favourite story with your student.



**Congratulations!**

**You have now finished Under the Magnifying Glass—eighteen days of looking closely at living things.**

**Will this be the beginning of a “growing” friendship with science and nature?**

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38	Nova Development Corporation	70	© 2002–2003 www.clipart.com
39	PhotoDisc Collection/Getty Images	71	Nova Development Corporation
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42	© 2002–2003 www.clipart.com	73	Corel Corporation
43	<b>all:</b> © 2002–2003 www.clipart.com	74	PhotoDisc Collection/Getty Images
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		98	Nova Development Corporation
		100	PhotoDisc Collection/Getty Images
		103	<b>man, nurse, train, whistle, phone:</b> Image Club ArtRoom/EyeWire Collection/Getty Images
		104	PhotoDisc Collection/Getty Images
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121	Nova Development Corporation	127	Brendan Byrne/Digital Vision/ Getty Images	135	EyeWire Collection/Getty Images
				137	EyeWire Collection/Getty Images



1	1. The first of the three	101	101. The first of the three	201	201. The first of the three
2	2. The second of the three	102	102. The second of the three	202	202. The second of the three
3	3. The third of the three	103	103. The third of the three	203	203. The third of the three
4	4. The fourth of the three	104	104. The fourth of the three	204	204. The fourth of the three
5	5. The fifth of the three	105	105. The fifth of the three	205	205. The fifth of the three
6	6. The sixth of the three	106	106. The sixth of the three	206	206. The sixth of the three
7	7. The seventh of the three	107	107. The seventh of the three	207	207. The seventh of the three
8	8. The eighth of the three	108	108. The eighth of the three	208	208. The eighth of the three
9	9. The ninth of the three	109	109. The ninth of the three	209	209. The ninth of the three
10	10. The tenth of the three	110	110. The tenth of the three	210	210. The tenth of the three
11	11. The eleventh of the three	111	111. The eleventh of the three	211	211. The eleventh of the three
12	12. The twelfth of the three	112	112. The twelfth of the three	212	212. The twelfth of the three
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16	16. The sixteenth of the three	116	116. The sixteenth of the three	216	216. The sixteenth of the three
17	17. The seventeenth of the three	117	117. The seventeenth of the three	217	217. The seventeenth of the three
18	18. The eighteenth of the three	118	118. The eighteenth of the three	218	218. The eighteenth of the three
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23	23. The twenty-third of the three	123	123. The twenty-third of the three	223	223. The twenty-third of the three
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25	25. The twenty-fifth of the three	125	125. The twenty-fifth of the three	225	225. The twenty-fifth of the three
26	26. The twenty-sixth of the three	126	126. The twenty-sixth of the three	226	226. The twenty-sixth of the three
27	27. The twenty-seventh of the three	127	127. The twenty-seventh of the three	227	227. The twenty-seventh of the three
28	28. The twenty-eighth of the three	128	128. The twenty-eighth of the three	228	228. The twenty-eighth of the three
29	29. The twenty-ninth of the three	129	129. The twenty-ninth of the three	229	229. The twenty-ninth of the three
30	30. The thirtieth of the three	130	130. The thirtieth of the three	230	230. The thirtieth of the three
31	31. The thirty-first of the three	131	131. The thirty-first of the three	231	231. The thirty-first of the three
32	32. The thirty-second of the three	132	132. The thirty-second of the three	232	232. The thirty-second of the three
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37	37. The thirty-seventh of the three	137	137. The thirty-seventh of the three	237	237. The thirty-seventh of the three
38	38. The thirty-eighth of the three	138	138. The thirty-eighth of the three	238	238. The thirty-eighth of the three
39	39. The thirty-ninth of the three	139	139. The thirty-ninth of the three	239	239. The thirty-ninth of the three
40	40. The fortieth of the three	140	140. The fortieth of the three	240	240. The fortieth of the three
41	41. The forty-first of the three	141	141. The forty-first of the three	241	241. The forty-first of the three
42	42. The forty-second of the three	142	142. The forty-second of the three	242	242. The forty-second of the three
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47	47. The forty-seventh of the three	147	147. The forty-seventh of the three	247	247. The forty-seventh of the three
48	48. The forty-eighth of the three	148	148. The forty-eighth of the three	248	248. The forty-eighth of the three
49	49. The forty-ninth of the three	149	149. The forty-ninth of the three	249	249. The forty-ninth of the three
50	50. The fiftieth of the three	150	150. The fiftieth of the three	250	250. The fiftieth of the three
51	51. The fifty-first of the three	151	151. The fifty-first of the three	251	251. The fifty-first of the three
52	52. The fifty-second of the three	152	152. The fifty-second of the three	252	252. The fifty-second of the three
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56	56. The fifty-sixth of the three	156	156. The fifty-sixth of the three	256	256. The fifty-sixth of the three
57	57. The fifty-seventh of the three	157	157. The fifty-seventh of the three	257	257. The fifty-seventh of the three
58	58. The fifty-eighth of the three	158	158. The fifty-eighth of the three	258	258. The fifty-eighth of the three
59	59. The fifty-ninth of the three	159	159. The fifty-ninth of the three	259	259. The fifty-ninth of the three
60	60. The sixtieth of the three	160	160. The sixtieth of the three	260	260. The sixtieth of the three
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65	65. The sixty-fifth of the three	165	165. The sixty-fifth of the three	265	265. The sixty-fifth of the three
66	66. The sixty-sixth of the three	166	166. The sixty-sixth of the three	266	266. The sixty-sixth of the three
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68	68. The sixty-eighth of the three	168	168. The sixty-eighth of the three	268	268. The sixty-eighth of the three
69	69. The sixty-ninth of the three	169	169. The sixty-ninth of the three	269	269. The sixty-ninth of the three
70	70. The seventieth of the three	170	170. The seventieth of the three	270	270. The seventieth of the three
71	71. The seventy-first of the three	171	171. The seventy-first of the three	271	271. The seventy-first of the three
72	72. The seventy-second of the three	172	172. The seventy-second of the three	272	272. The seventy-second of the three
73	73. The seventy-third of the three	173	173. The seventy-third of the three	273	273. The seventy-third of the three
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79	79. The seventy-ninth of the three	179	179. The seventy-ninth of the three	279	279. The seventy-ninth of the three
80	80. The eightieth of the three	180	180. The eightieth of the three	280	280. The eightieth of the three
81	81. The eighty-first of the three	181	181. The eighty-first of the three	281	281. The eighty-first of the three
82	82. The eighty-second of the three	182	182. The eighty-second of the three	282	282. The eighty-second of the three
83	83. The eighty-third of the three	183	183. The eighty-third of the three	283	283. The eighty-third of the three
84	84. The eighty-fourth of the three	184	184. The eighty-fourth of the three	284	284. The eighty-fourth of the three
85	85. The eighty-fifth of the three	185	185. The eighty-fifth of the three	285	285. The eighty-fifth of the three
86	86. The eighty-sixth of the three	186	186. The eighty-sixth of the three	286	286. The eighty-sixth of the three
87	87. The eighty-seventh of the three	187	187. The eighty-seventh of the three	287	287. The eighty-seventh of the three
88	88. The eighty-eighth of the three	188	188. The eighty-eighth of the three	288	288. The eighty-eighth of the three
89	89. The eighty-ninth of the three	189	189. The eighty-ninth of the three	289	289. The eighty-ninth of the three
90	90. The ninetieth of the three	190	190. The ninetieth of the three	290	290. The ninetieth of the three
91	91. The ninety-first of the three	191	191. The ninety-first of the three	291	291. The ninety-first of the three
92	92. The ninety-second of the three	192	192. The ninety-second of the three	292	292. The ninety-second of the three
93	93. The ninety-third of the three	193	193. The ninety-third of the three	293	293. The ninety-third of the three
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98	98. The ninety-eighth of the three	198	198. The ninety-eighth of the three	298	298. The ninety-eighth of the three
99	99. The ninety-ninth of the three	199	199. The ninety-ninth of the three	299	299. The ninety-ninth of the three
100	100. The hundredth of the three	200	200. The hundredth of the three	300	300. The hundredth of the three



